been replaced by "a severe short

The section politing out the

training. Do I hear cheers from the lames committee echoing in the

hackground? Will the Green Paper in the final form have anything



whitever happened to the local anti-ority roice in the formation of chicution policy may be interested in

of the Consultative Conocil on Loyal Government Fetaoce to work on the education aspects of the rate support grant acgotiations. TES (Lemma by Arisddes). with the DES.

The committee, chaired by Mr John Hodson, deputy secratary at officers (Messes Broukshaak of Birmiogham, Springett of Essex, structures and manifesta pledges. Tradition of Cheshire, Harding of might bave at bo modified in the linekinghumshire, Newsum—or sidekick-of ILEA), Peter Sloman, oducution officer of the Association of Meteupullino Authorities, Gurdon-Continguate, education officer of the Association of County Causeils. plus heal anthurity treasurers, peaple from the DRS's fluance broach and other DRS afficials from time to time, depending air the business. In hand. About a dozen people in

The committee nucots roughly oure a mouth and has become no increasingly useful forum for DES/ Lea, discussions as the Association Education Committees has withered away and Lord Alexander has withdrawn from the centre of the stury. Since the meetings me

to it, I shall deay it", he Well, the combination of onsey backs and nervous tenchers has put pald to that. And anyway it is doubtful if all the members of the committee share the passion

Consensus hunt

Alexander's glost

Thuse who have been woodering the many happened to the local antithe Green Paper, Aristides has been listening to the political echoes of the Great Debate, in this lanucled, by Jim Collaghanton prevent the Taries from capturing education as a political issue. Has Mrs. Williams succeeded in this and it ms. where higher they resemble to the local anti-

To this end a small, select and the growing importance of a small the growing importance of a small technical committee. The Expenditure Steering Group Talmer backbencher, Bryon Davies The Expenditure Steering Group Talmer backbencher, Bryon Davies The Expenditure Steering Group Talmer backbencher, Bryon Davies The Thomas and Thomas a roles of reality in the form of

There, if tarywhere, it seemed must be the common—or is it fuldilly?—greend. As a matter of fact the consessus—within limits -survived mult the coffice ordycal and with it the question of how structures and manifesto pledges."

bryan flavies it was wha deflued the purpose of the Grent Dehate us being to break the education perfectionals' monopoly of policy making. In that is had, he thought, succeeded. "There is nary a much greater rillingness to accept that supplayers or trulo majorists or purous should be listened to whom it comes to discussing education."

Keith III atpsin, slightly ruofully, his with grees, cancodod that the intervention of a Primo Mulster and the subsequent debata had socceeded where his purty had consistantly failed in shifting discussion from internal presenting over structure to more autourd-backing concern with standards and with the needs of "the worlds, governing sectors of the economy

"They restized this was a palli-

Until recently it onjoyed a restful day programmes he which Mrs. absentive which one education Williams opposed that signification the presured whom he refused to be presured whom he refused to teeling of grass roots pressure of confirm cities its existence of his principate in the particular procupership of it. "If you say I grainone of the defaue itself.



What alessure was there for the Green Paper's draftsman? Mainly that it must seem to do something, that it must seem to do something. Mrs Williams but a reputation for eager and open-minded discussion, but clearly some daubt her concert to make decisions in what is admictedly a marky oran. All saw her most difficult task to be to avail a discommitting anticilians.

the stuge. Since the meetings are cultimed to officers—an elected live in the culty important issue whilst would live of officers—an elected lives etreatile from the lives etreatile from the lives and interest place for lives etreatile from the l yau if you really feel you have a yocation; although, John cannot bo guaranteed after troiding, allo one now sentonce in the introduction replacing last year's simple warning that it was getting burder the naly i people in a mostion ta He would, he sald, like the

department to set out the sort of to get to to teacher training range of opportunities which it because of onts in numbers, regards on the sine qua non-uf-n. "A particular duritage of mandanation secondary educe teochers" in certain subjects have the server shortcomprehensive secondary educaossess its schools against such a age", graduages ere now specified pattern and either rearrange its provision so as to ensure that shortage subjects, and English and children in its oren did have avees. French with Germon have joined

omire the details slithered and skittered about and refused in he marshuled into any form which twist to consider the value of gainling into any form which twist in a similar into any form which twist in a same experience at work in a similar into any form which twist in a structure and to disagreemant. The CEO having drawn attention to growing enoperation between schools in this eroa. "Since the selective thing was gut out of the roay", deported.

Swift homoge was paid to a ready general approval for only recommendations the Green Paner.

medisc to say on this matter?
Choose your course; cureurs in
teaching evailable from the DES.
Room 1/27, Elizabeth House, York
Room, Loudon, SE1. to reopeuling the direct grant list and to reopeuling the direct grant list and to repealing the 1976 Act. Wunld they do it? If so lit what form?

Next week

Robert Skidolsky reviews Pend Johnson's Enemics of Society! Kenneth Musquio reviews Ron-old. Divarkin's Taking Rights

on Dyakan's Taxbig Rights Seriously;
Bernord Bergonzi writes about Marx and literature; Alan Ryan discusses the life of Eleanor Marx.
Special pages of books in the humanistics for slath formers and undergraduates.

to thin sort of range, or where that the list, cas not possible, close the institu-

But the more the conversation focused on the precise antiquely considerably attended to the pupils who were not following the straight academic path, the name the details slithered and skirtered about a considerably strengthened. There is more on the DipHt and a new suggestion that "You may make the details slithered and skirtered about more the details slithered and skirtered about may referred to the new suggestion that "You may make the details slithered and skirtered about may referred to the new suggestion that the value of gain-

way deported.

Swift homoge was paid to a ready general approval for ony recommendations the Green Paper might moke an parental havelved also in the pectuses or responsibilities, in the secol to consider working life. The politicians them got down to the knotty question of structure.

The Conservatives are continited

nearly a murky oran. All saw her mast difficult misk to by to avail a disappointing anticlinux.

An elegant dissertation inpan tora?

Itere on this carefully chosen the preciped problems of sinctions of what should be the soria with the since of what should be the sorial made the provided magnet. Schools of what should be these Conservatives with the communities these Conservatives with the communities these Conservatives with the pastive the back to the carefully chosen and the sare of the consentrated on opening up the since the back back to be called on opening up the since the back back to be called on opening up the since the back back to be called on opening up the since the back back to be called on opening up the since the back back to be called on opening up the since the back back to called out opening up the since the back back to called out opening up the since the back back to called out opening up the since the back back to called out opening up the since the back back to called out opening up the since the back back to called out opening up the since the back back to called out opening up the since the back back the closent of the called of the since the back back the closent of the consentrated on opening up the since the back back the closent of the called of the since the back back the closent of the called of the since the s

(a) Revealing the weakness of

(f) White cookinually loses times with his development; in little better was 13 Par, though even then he is in a bad way.

. (g) This loses majorial; correct, and essential, was 14 Pxl. (b) Or 35 Kt (Q2)-Kt3, Q-Q4; 16 P-K4, KtxP; 17 P-B3, Kt (K5) B4 and

(1). Here the pleco is lost, but equally a plece goes after 16 Ki (Q4)-B3, P.K5; willo if the Kt gaes anywhere else then 16 . . Q-Q4 whis. (J) Winning a second piece:

THE TIMES

Educational Supplement

Can't read? Maybe they can't see.

by Virginia Makins

Many poor rectors may be in trouble simply because they connot keep words in focus. When they scan 6 page, bits of the writing blur

or disappear.
Although it takes sophisticated

Although it takes sophisticated cyc less to detect the exact nature of sith problems there are simple ways teachers can identify children who are having this kind of difficulty, and many of them can probably. This is the conclusion of a study joinnly undertaken by Mr Charles Bedwell, an ophthalmist at Chy University who has specialized in visual aspects of reading, and Mr Roa Grant, a West Sussex advisory teacher for reading. Their results one now being enalyzed by Mr John Muliwen, an area educational psychologist for West Sussex. But the probability results appear significant.

From the researchers tested 40 13year-oids—half of them had, flighteen of the 20 poor roaders had difficulty in keeping that eyes moving together as they read. Only three or four of the good readers had this continued on note 3 continued on poge 3

Able to cane?

Not sotisfied with the Great Debate on education natt a Green Paper ground the corner, Mrs Williams has this week insignated another debate—on cornoral numbering in

Law and morality

"If the law abouted full there would arise such a wind in the kingdom as would blow us all away." Str. Thomas More's warning should be needed by those who read Ronald Dworkin's latest book, argues Kenach Minoguo, page 20

Society's enemies

Robert Skidelsky, head of the de-partment of philosophy and politics of the North London Polytechnic, gives an historian's assessment of the book which is creating an ideo-logical furore. page 21

Not so champion? jubilee comes as e turning point in educa-

Adam Hopkies finds both hope and despair in Liverpool's efforts to meet the educational needs of its adnority groups. pages 18-19 cote a return to the altogather more limited educational opportunities of 1952, The Jubines, like the Queen's accession, comes at a against educotional innovation; a new con-

Write-it-yourself

then good. Even the sound of North Sen time of cuts end tribulation. In 1952 Miss ceru ebout the teenage unemployed and pipelines gushing mokes many people Florence Horsburgh was hounding local new, levisbly-funded programmes by social. Can pupils classroom work form uneasy there must be exact in it. authorities to trim their education budgets agencies to niest their needs, evidence that the basis of more permanent publications? Carol Dix reports on a school-based publishing project.

So the Jubilce mekes the sophisticated by flye per cent. She continued with her the system of educational finance is break school-based publishing project.

Squarm and the persimonlous search for themkless tesk, circulor by circular, till the ing down, end with it the consensus about page 29

ond her successor, Sir David Eccles, was treditional partners in the education service. -everything suggests that 1977, the Jubilee Extra:

Yaars of transition and historic turning points do not lend thamselves to celebration, but fortunotely jubilees do. So bring on the mugs and the medals, trundla on that tea urns, roll out the berrals and occupy brief time between the echievements of the past end the hopes for the future in editor. Iterature:

Leaders, 2; personal column, John Rao, 4; School to work, 8; foreign news, 12-13; leiters, 14-15; sport, 16; features, research, Liverpool, school publishing, 17-19, 29; Books, Roneld Dworklo, Paul Johnson, Humanities: history, literature; children's literature; 20-25-the past end the hopes for the future in editor. Resources, 26-27; Talkhack, leaving date, sixtifform history, specific patterns; Network, 28, arts revenue.

pages 37-44

date, sixin-form history, speech patterns; Network, 28; arts revinws; Radlo! You the Jury; The Morchant of Vanles; A Midsummer Night's Droam; Opon University drama; Could do better, 78.79; crossword, bridge, Jubileg, scrapbook, 80,

Crossword No. 1:087

Across

LINO OPERSUITA

10 Dress almost thread-

hare, yet decorative (5, 2, 5). 11 Cheshire cat ect (13). 14 Champion spinger

Salation to Puzzle No 1,086 sbread (6).

5 'For the cat ut educationally speak

the facility and a 17 Glossy call for a clear cut (Mane 17 ope 7 (7)).

7 Freuch version of battour (51)

Jason's versef in 19 History lacking the lack of the content of bostossy relief the content of battour (51).

3 Tap size category?
(5, 2).
4 Acrobatic turn by tripper (4, 4, 5). 5 Little Tom is always. in limit (5). 6 Troop movement after a period on the lines 17). Where 19 oilght die ford (4, 5).

9 As [sruel Dually was 13 Acknowledged pay-mapt of cook's re-quirements (7).

Tho mkss ut sateroe, and the long result of Time (Tonnyson) (5). 16 Fossil bream (5).

Chess

The rule of dovelopment then is:

brake him action the pieces in exceeding order of strength. So your thing care in these articles but the piece is plecemove should be with the piece is that each in the articles but the piece is that each over obstacles, in portion the words articles but the less of the pieces. Since this is almost the first less of the pieces in portion the piece is the pieces. Since this is almost the first less of the pieces, in portion the wrong order, or same bucomes apparent Carrect was 6 Kt B3.

Bisings and then the Rooks Usually the first developing move with the first developing move with the first apparent carrect was 6 Kt B3.

Bisings and then the Rooks Usually the first developing move with the firs emember ilavelop helpre you Outen

of places. Development mattera, but White I A. Ornstehl Black: E. Syet-liow you develop matters still more. chulkov Q.G.D. Helf Slav Defance.

The initial processes of development are obvious. A certain number of poivn moves have to be made in order to allow open linea for the pleces. And most of these paint moves should be made in the centre sloce this serves a double function : it enables most pieces to get out ond it occupies and, h is hoped, controls the centre which is the main highway for all the pieces.

anack since otherwise the attack on Pollow these rules and you will will be repalled very much to your dut go fac wrong. For what happens when you do not follow these rules, when you do not follow these rules, But there is a more to good develop tournament played at Le Havro this ment than the simple bringing out year to April.

the Kt can eventually be brought to-QB4 via Q2.

white's 10th, move; Black now throatens P-B5.

Black wins. .

Harry Golombek

A CONTRACTOR OF THE PARTY OF TH 11. Times Newspapers Livered and Published of Pines Newspapers Ludical New Printing House Cray's fan Boad. Lord on WC1X MZZ. Freder. May 27, 1677. Registered by a newspaper at the Post Clific. Sucond-class posture rada at New York. NY.

or or her than the state of the

twontictli century. In a lugubrious way they have become more of home with bad news

education authorities used to make

sure schoolchildren received their mugs

and medals and treats; now they

preen themselves an how much they hove not spent by refroiting from any conspicuous demonstration of loyolty. (As it

happans, in a determined effort to carica-

ture tha mauagement failures of British

industry, neither the Royel Mint nor the

pottery industry can meet their Jubilee

orders : 25 years warning was not enough;)

in 25 years of public education. There is

a graut deal more of it for a great meny

mora people. Nothing cen obscure tha trans-

formation of the echool system, the evidence

of growth in numbers of pupils end students

ficotione. There may be doubts about whe-

steying on beyond the (raised) leaving aga,

At any rate there is plenty to celabrata

The way we lived then: the Queen at the start of her reign, watched by schoolchildren in London shortly

squirm and the persimonlous seerch for thenkless tesk, circulor by circular, till the ing down, end with it the consensus about cyldenca of public money wasted. Local summer of 1954, when the wind chenged how power should be shered between the

t to inherit the spending sprea which fol-

lowad and losted with e few minor hic-

coughs till December, 1973, whan the blg-

gest Tory spender of them all, Mrs Margaret

Thatchar, saw her framework for expansion

crumble with the rest of the Berber econo-

sow this country porticipating in the longest

most widespread period of austainad pros-

perity the world has ever seen. Asplrations

to education could actisfy. There is still a

long way to go before these reesonable

applications of a democratic education sys-

Bring on the mugs and the medals

mic edifice.

Rejoicing is not samething the British oro high anough; no one could seriously edvo-

accustomed to in the third quarter of the cote a return to the altogather more limited

ther standards in this or thet respect ere seemed to Flora Thompson in Lerkrise, this-

heve been created which only wider access little innovent rejoicing.

and obtaining school and post-school quali- before eliver gives way to gold. As Queen Victoria'e Golden Jubilee

The first 20 years of the Queen's reign on the mugs and the medals, trundle on the

tem have been realized : plenty of unfin-The questions in Section (I), prefixed S, each carry half the marks allotted to each question in Section (2), prefixed D. Answer the equivalent of seven D questions, Mathematical tables are provided.—From instructions on Maths Advanced Syllabus A Paper I JMB. Ished business, plenty of helghts to scele

No comment:

year, is e year of transition, a year which

marks the end of the post-1944 Act ore and

points do not lend thamselves to celebra-

tion, but fortunotely jubilees do. So bring

tee urns, roll out the berrals and occupy

e brief tima between the echievements of

the past end the hopes for the future in e

the beginning of the pre-1984(?) Act era.

Classified ad index par-

threaten strike

L.e.a acts as 6,000

EDUCATIONAL SUPPLEMENT New Printing House Square, London WCIX 8EZ, Telephone 01-837 [234]

Stop locking them up

provide a framework for tackling ho social roots of juvenile crime.

Whether becouse it has never

Whether becouse it has never been fully haplemented or because it was fundamentally miscooceived, the Act has not produced either an iauprovement in juvenile behaviour or a reduction in numbers held in institutione. On the contrary things scene to get worse and worse.

Foced with the manifest failure of both legislation and services even to stem tha rising tide, the NACRO committee, chaired by Mr Peter Jay, has done a quick and reasonably thorough job in sketching out the problem in reletively jargon free terms. Its report, nublished yesterday and reported in iast week's TES, contains estimates of the size and nature of the group lavolved and the cost of present of the size and nature of the group involved and the cost of present provision for their care. It brings together information about the types of offence, the rate of recilivism (four out of five of those who have bee une cuerody), the existing law, the existing institutions, the main research findings and the policies of other countries.

The committee then went on to define their own criteria by which to judga existing provision: "Subject to the besic principles of justice and to the avaliability of resources, the objective should be to return offenders to normal society with the greatest feasible prospect of their lending thereafter lives which will be satisfying and fulfilling to themselves and consistent with the eights and ilberties of their fellow clitzens."

The juvenile crime rate msc, according to published figures, by 40 per cent sinco 1970, that Is since the passing of the Children and Young Persons Act of 1969. That Act was aneatot to introduce a new deel for both noughty and neglected roung people, to ensure that they were cered for in the community rether than in institutions and to

to society.

It was this group who put their weight behind the most radical of the three options for improvement.

This

end of fostering progremmes in this country sets out to answer tham. The American experience is suffithe objective should be to return offenders to normal society with the greatest feasible prospect of their leading thereafter lives which will be satisfying and fulfilliog to themselves and consistent with the rights and ilberties of their fellow clitzens. The existing residental eat up is shown, to the committee's satisfaction, to be fulling both as e deterent end as a means of rehabilitation. This does not, in their view, necesserily mean that those who run residential institutions are felling down on the job; on the con-

Bill Boaden argues that teenagers are shamefully neglect

Suitable case for urgency

The failure to provide county coileges os envisaged in tha 1944 Act, or to creata any eimitar provision, together with the oven more scandalous failure to develop day release opportuoities for young people, has produced a substantial vacuum in colleges of further education when it comes to meeting tha needs of the vast number of young people considered by the working party. It is clear that, in terms of a relevant curriculum and the need to provide retraining courses for staff in colleges of further education, the Government is facad with a major and immediate task.

It is important to realize that in

It is important to realize that in-adequate preparation in both of these essential areas will merely exacerbate young people's existing frustrations. Nothing short of the best possible provision will be chough to meet the neede of these young paople. Society has olready memory by neglected teas of thou wants of transpersion to meet the second construction of the zens and mere tinkening with the probiom is no longer satisfactory.

At present there is no widesprend At present there is no widesprend knowledge or understanding of an appropriate curriculum for those without a careor in mind. Many of the existing courses are only entrable for those requiring specialist skills and releted education. Indeed the quastion might be asked whatter eny of the existing courses in col-

The Manpuwer Services Commission working party report Young Prople and Work has received a general welcome from many of those interested in the welfare of young people. It is, however, all ton easy to accept the internions of existing potential provision while ignuring the deficiencies of existing potential pruviders.

The report rightly assumes the the education service, and particularly colleges of further oducation, will have a major contribution in make in meeting the programmic ontilined. There is no doubt that such expectation is justified in terms of needs of the young people concerned ond also in the use of existing resources. However, the working party appears not to have acknowledged the neglect of successive governments in failing to meet an important part of the 1944 Education Act and the resulting absence of essential elements in the further education ervice.

The failure to provide county colieges os envisaged in the 1944 Education Act and the resulting absence of essential elements in the further education ervice.

The failure to provide county colieges os envisaged in the 1944 Education Act and the resulting absence of essential elements in the major immediates for those of underly press for received in manufaction of the converted and industry to the further samilar to define the national manuer and internities with the converted and the resulting and the granification of the converted and the resulting and the propagation of the provision, will have a major and the converted and the resulting and the propagation of the converted and the resulting and the propagation of the converted and the resulting and the propagation of the converted and the resulting and the provision of the converted and the resulting and the provision of the converted and the resulting and the provision of the declies in manuer already to the converting the provision of the conve

More than 6,000 Blrmingham "Well the chairmsn, Conncillor teachers will go on strike if 14 of their colleagues are sued by the local education anthority. The National Union of Teachers' execu-

National Union of Teachere' executive decided last weak that if the authority carried out its threat to take legal action against members who are refusing to teach aversize classes, the union would call a half-day strike authority saying alops will be taken to recover damsges from them for breach of a contract.

"On the connery, the immediato response of our members will be a half-day strike and of course we will give our members who are taking sonctions action complete support to protect them and defeat whatever steps the authority might teke."

The union's sanctions ogainst Oxfordshire are to be stepped up and will also involve a strike if a settlement conner to members will be a visit of the course we will give our members with a response of our members will be a visit of the course we will give our members with a response of our members will be a visit of the course we will give our members with a response of our members will be a visit of the course we will give our members with one taking sonctions action complete support to protect them and defeat to take the course we will give our members with a response of our members will be a visit of the course we will give our members with a response of our members will be a visit of the course we will give our members with a response of our members will be a visit of the course we will give our members with a response of our members will be a taking sonctions action complete support to protect them and defeat our members with a response of our members will be a visit of the course we will give our members with a response of our members will be a visit of the course we will give our members with a response of our members will be a visit of the course we will give our members will be a visit of the course we will give our members will on the course we will give our members with a visit of the course we will give our members will on the course we will give our members will on the will of the course we will give our members will on the course we will give our members



wait for jubilee

Nurseries cost nearly as much as sixth forms by Philip Venning

Sixth-form pleces coet obout 80 per cent more then other secondary school places, according to the Department of Education and Science. But this is much the same as 10 years ego.

years ego.

The averege cost (excluding buildlngs and equipment) of a sixth-form
place in 1975-76 was £694. For
pupils under 16 o place cost £379.

The figures do not, however,
throw much light on how sixthform and tertlory colleges compared
for costs with coovactional sixth
forms. To do A leveis, ONDe, City
and Guilds end other non-advanced
courses in a large further education
college costs about £820 a student—
£226 a year more than for a sixthformer.

new tertiery colloge system in Rich-niond—tertiary colleges so far have been created out of small further education colleges where the costs of non-advanced work may be dif-

Nursery schools are fast opproaching the sixth form es the meet costly part of the school system. Spending on every full-time child in nursery schools has risan by wall over four times in the lust 10 years forten then ally other sector. Its —foster than auy other sector. In

		Ε			Grow((1965-(
1965-66	1972-73	1973-74	1974-75	1975,7G	= 100
137	257	301	451	608	444
68	123	140	201	261	384
106	209	222	303	379	358
191	380	398	588	694	363
320	580	660	. 930	1,240	388
340	, 460	490	670	820	241
530	710	750	1,040	1,270	240
330 750	1,070 600 1,275	7-0 1,190 650 1,450	1,000 1,610 880 1,675	1,280 1,980 1,270 2,025	363 270
	137 68 106 191 320	137 257 68 125 106 209 191 380 320 580 340 460 530 710	137 257 301 68 125 140 106 209 222 191 380 398 320 580 660 340 460 490 530 710 750	137 257 301 45t 68 125 140 201 106 209 222 305 191 380 398 588 320 580 660 930 340 460 490 670 750 1,040 690 7-0 1,000 1,070 1,190 1,610 330 600 650 880	137 257 301 451 608 68 125 140 201 261 106 209 222 303 379 191 380 398 588 694 320 580 660 930 1,240 340 460 490 670 820 530 710 750 1,040 1,270 690 7-0 1,000 1,280 1,070 1,070 1,190 1,610 1,980 350 600 650 880 1,270

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in English, two were awarded to Wolsey Hull candidates.

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A free prospectus is a villable from the Pylucipal WMM Milligan MBE TO MA Department BD4



Wolsey Hall oxford

Where the money goes

The latest volume of DES statistics (page 3) provides some interesting sidelights on how the educational priorities of the past decoda have been translated into cash terms. In

ting her any affit in colphasis to be writed out.

The statistic project days affit in colphasis to be provided out.

The statistic project days affit in colphasis to be provided to the statistic project days affit in colphasis to be provided to the statistic project days affit in colphasis to be provided to the statistic project days affit in colphasis to be provided to the statistic project days affit in colphasis to be provided to the statistic project days affirm to the statistic project days affirm to be provided to the statistic project days affirm to be provided to the statistic project project days affirm to the statistic project proj

ing sidelights on how the educational priorities of the past decode have been translated into cash terms. In the allocation of educational funds everything turns on a bit more here, a bit less there it takes e period of time for any shift in couphasis to be worked out.

The state of the s of higher education began, however tentetively, to emulate the USA in its policies of "affirmetivo action" with regard to women and black students? It is ironle but perfectly predict-

Now I understand why blacks fail

Growth in resi terms compered with the previous year of the education budget and gross national product. 1975-76 it enet about £608 to a child to nursery school. Universities ore the most sive part of the systom, e place in one costs £2,025 a year, eight dimes as inuch ea a primary echooi piece, but the gap is narrowing.

sitles and polytaclinics is smell. A dogree or similar qualification from Statistics of Education 1975 Vol :

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or telephone 0865 54231 (Austifone after 4.45 pm)



by Stephen Cohen

A monthly check on truency in all Weish schools is being plonned, Mr Borry Jones, Under-Secretory for Woles, ennounced this week.

Mr Jouss told the ennuol conference of the chief education welfare officers' association in Llandudno that a proposal for a common register was being explored by the Welsh Office and the eight local aducation authorities in Wales.

The register would give attendance figures for each school every month and would highlight achoolo which wore seriously below average for more detailed investigation. Mr Jones said it came as a joint for him to learn that Wales had the highest level of absenteeism and truspey then any region of end truency than eny region o Englend, except for Inner London

"There is in ell schools through-out England end Wales o propor-tion of boys and girls who will not be motivated.",

"They have been roared in o beck-ground of oub-culture for which the morals and standards projected by the teaching profession seem e'ludi-

"Our problem in Weles eppears to be that this band of unmodveted children is relatively larger theo it is in England end we beve been notebly less auccessful in engoging its interest and ettention.

"The testimony of so many hundreds of children truenting from school every dey or absenting themselves on the flemsiest of excusas is too strong for eny generol claim to be sustained that the courses they are being offered are appropriate."



Gyles Brandreth, playing the Royal Jester, leads the way to the National Theatre for a "Story stopoff "-one of the events organized by the Federation of Children's Book Groups for National Tella-Story Week.

Exam concessions sought for dyslexics

out a commoo policy on whet concessione to give to dyslaxic examinetion candidates and moks their policy known to schools and parents, the Dyslexia Instituto recommends to a report published this week.

Examinetion boards should work better than average when conces sions were made:

Parents and schools, seys the Insti-tute, are not well enough informed obout these concessions which rengo et the moment from allowing extra time or the use of a typowriter to glviog the benefit of the doubt to candidetes on the borderline be-tween two grades. tween two grades. Concessions for Dyslexic Condidates in GCE and CSE Examinations, The Dyslexia Institute, 133 Gresham Road, Stainee. 50p.

Staff call off work to rule

> Seven hundred members of the National Association of Schoolmasters and Union of Woman Teachers in Gloucestorshire have called off e nine-month-old work to rule, cailed in pratest at the county council's decision to cut teaching stoff by 30. The council has appointed 27 teachers since the action started.

Government challenged which college to close

Government's proposals for the re- nl teacher edocation bus roted to end initial truining at the deprivation of the deprivatio Bradford College.

Last week the conneil's clucauround the college". than services committee area-turned decisions by the Bradford calleges and its own further colors than namel is secret the theorement tion punel to accept the thiverunient Mr Alyn Dayles, Rection Hall, said: to

The Government anguested that teacher training places in Bradford should be divided between likley and Braifurd Colleges and that Bingley College should probably clase. It also emphasized the need to retain the multi-racial courses in Bradfurd College.

Now the cannell has praposed that 'ull teacher education and ossociated higher education should be based in an institution formed from on amalgamoulou of Bingley ond Ilkley calleges.

Mr Eric Rahinson, principol of Bradford Cullege, the cullege's scadenic bourti uni its governors all oppose the idea. Last week they petitioned MPs.

the polytechnic and the polytechnic and institution of 550 teach places haved largely on the liretum Ifoli provision and courses in shortage substitution colleges.—THES. Dr Jim Lynch, head of the school

> European cents Wood End junior schoolileden, liertfordshire is a length of the school network in the school network in the municles to each on environmental state. The point of the point of

The pulytechnic it

ore at least 10 miles trolytecturic and our ultrays been with Leads

"We have collegians many of the advantage instant the administrative man,

dirersified courses

The Covernment pro-

More vigorous efforts to persuade civildren not to smoke are one of the major recommendations of the third report from the Royal Collage of Physicions on the effects of smoking on health. It also oays teachers should set a good exemple by not smoking in school. "Some children begin to omoke at five years of age and it has been found that one third of adult smokers began before they were nina. About 30 per cent of the children who smoke regularly continue to do so when they grow up", says the report which was published this week. Simokers' congins, philegm end chest llinesses were common among child snokers oud persisted into edult life unless they otopped into the information given to them about the hornful affects of cige-retres. Smoking was less common retrees.

Another study had shown boys were far more influenced by their teachers' smoking habits than by the information given to them about the hormful affects of cigerattes. Smoking was less common omong boys in schools where the headmaster was a non-smoker. smong child snokers out persisted into edult life unless they dopped smoking. The earlier edult snokers sturted the habit, the greater the chance that they would dis because of it.

Only feeble efforts to counteract this had been needs so fer. There has been no coordinated ettempt to dissuetle children from sterting to omoke nor to develop new merhods of doing this.

The report strasses the import-once of prevention rether then cure. Adolesconts who tried smok-ing become addicted to alcotine ofter just e few cigarettes. Anyone who reached the ege of 20 without smoking was unlikely ever to otars whereas the success rate of smoking withdrawol clinics was less than 30 per cent. Children most likely to teke up

Doctors want blitz on young smokers

smoking were extroverts, working class end thuse whose perents, brothers and sisters, teachers or friends smoked. In recent years there has been a large increase in the number of women emokers. The report considers but discounts the claim that smoking only appears to be essociated with coronary, heort and lung diseases bacause those most succeptible to

such diseases are more likely to smoks. Protection from the damage cigorette smoking did wos one of the most important weve to improve health in this country.

At present attempts to dissuado people from smoking ivere based on guesswork. The various experi-

ments being cerried out in schools should be encouraged but tested to see what influence they have on future smoking hebits.

Commendations, Mr Trefor Williems, director of the Schools Council's two health education projects, soid teachers had to do fer more than simply provide information on the crisis health topics, "Information on its own does not seem to be very useful. It has got to be put into a context related to children's own lives and made rolevent to them." veni io them.

Materials developed by the project sought to help children to discuss and clerify their own ideos about smoking. It brought out into the open the social and medie preswould enable them to make more

Cabinet cool on plea for more FE in training plan

L.e.a.s fear threat to colleges Some is as ore preparing to fight for an equal share out of higher committee has suggested to the education pinces hetween colleges. Some is as ore preparing to fight Authorities' higher education subcommittee has suggested to the Government that the universities when should receive \$10,000 piaces and

polytechnics and universities when the Government allocation for 1981 is concunced soon.

There will be 40,000 extra pieces.
But chief education officers feer that the expension in the public sector will be so small as to threaten the survival of some former colleges of aducation which naed students for their naw degree courses.

field to the Association of Metropolitan Authorities' Education Committee ket week said that the increase in numbers in both octors thould be broadly compareble.

The committee decided to forward the resolution to the Oekes Committee on the management of

the public sector 250,000.

However, o resolution from Slieffield to the Association of Metropolitan Authorities' Education Committee last week said that the increase in numbers in both octors

that the numbers in the public sactor should not fell below 250,000.

Universities Grants Committee hes Shoffield's feors ere shared by suggested to universities that their total will be about 295,000. The present figures are 273,000 in the universities and 247,000 outside.

The Connect of Local Education 250,000 figure too low.—THES.

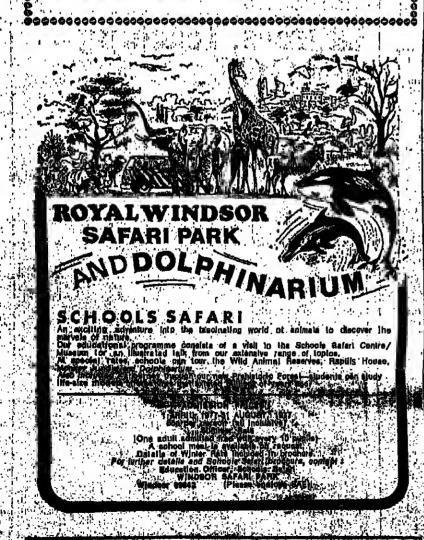
villege school where parents heve Shirley Willems, the Education Secretary, to win her oupport in their campaign to replace Mrs Page and have complained to the local government ombudsman elleging maladministration and naglect of

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Entertainments



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Wednesday, June 15th Salurday, June 25th

GHOST TRAIN TO CONNELIAN BAY

by Janet Daller
the premiers of an exciting play for 7 to 124-bit clids
Directed by Wichael Artenborough
Times : 10 and (8 or 10:30) 2 pm (8 s 2:30)

In sociellst theory it is assumed that public schools will wither away or be reduced to an insignificant runn-PERSONAL COLUMN

be reduced to an insignificant many to isoleted from the main-theam that lew parents would wish to send their children to them. But his ocialist experience, as distinct from socialist theory, disagreeable especies of capitolism have a nasty healt of persisting long after their withering away was due. This thought must have occurred to those who read recont respect in the press of a boom in independent in the press of a boom in independent schools, to the constitution of some who the delight of others, are refusing to wither away. The independent schools them selves are well evera; however, that there are factors at work that could turn a boom into a depression in a very short time. One foctor is the fall in the birthrate. The present public school boom is exactly 13 years on from 1964 when the highest birthrate (i.e., births a thousand of the population) since the late 1920s was recorded. From 1964 to the present the annual birthrate has fellen steadily. John Rae But the bells hang mute

chart and some state of the same time, the directive of the independent schools could be acute. If, for example, the be sole to spond the cand se so

It would not just be a question of soving two years' fees. There are a nuclear of independent schind purous and pupils who are genuinely unhappy about an education spent exclusively in the private sector. A significant improvement in the molnialned sector at any level ended pose a threet to independent schools. All the more remarkable, you may feel, there a large number of independent school houds ore actively involved in bringing about this improvement as more Independent schools, just os much as menusined, eppear to be facing a period of declining numbers. When this happened in the 1930s, public schools closed boardin their determination to survivo There is some evidence that the

There is some evidence that the lean eightles, unilke the lean eightles, will forca fundamental thanks, in the gattern and charecular thanks in the gattern and charecular thanks, and the next tive at 10 years when fall the modification of the gattern and the next tive at 10 years when fall in modification was interested in the next tive at 10 years when fall in modification are affidence, public spanior was the reaction of The tracker to the next tive at 10 years when fall in modification in the next tive at 10 years when fall in schools were bounded. The schools were bounded to the next tive in the period of the tracker to the next tive in the fall chart at the mod of the chart of the period of the tracker of the force had been as the force had been and improved state edited to the next tive in the fall chart at the fall

mees nigration of the proposes to provide treining or work experience for a high proportion of independent sector in the jobless under 199- without sanctioning any porallel expension of further education.

Yeare.

Thu toiling or installing in the possibility in institutions, in the independent schools in the past few days.

British institutions, in the independent portion in a TES interview when it was published, has been religiously at the possibility of mendatory ground from the complacent portion.

She told a delegation from the complacent portion in the past few days.

They will conding to the first mode ploin in a TES interview when it was published, has been religiously at the possibility of mendatory ground to make further education as stituctive as the E13 a week proposed for Hollend plon perkicipants. In a speech to London region aducation between local possible pupils to more the sell duet coordination hetween local possible to the possible pupils to more the sell duet coordination hetween local possible to the possible pupils to more the sell duet coordination hetween local possible to the possible pupils to more the sell duet coordination hetween local possible to the possible pupils to more the sell duet coordination hetween local possible to the possible pupils to more the sell duet coordination hetween local possible to the possible to more the possible to the possib

obstacle to ecopetance, by Mrs.

Allismat's proposols—described in the TES last month, and outlined by iter lest week in the youth delegotone, that she cannot promise her colleagues that local authorities will me, misapply any oddithmal funds.

It is also known that some minimal states and deportments are scentical about the possibility of continued use in schools or the Commission cleiming the colleagues that local authorities will me, misapply any oddithmal funds.

It is also known that some minimal states and deportments are scentical about the possibility of continued use in schools or the Convenient was contaverening the Government was contavereni

mini-debate on corporal punishment by Mark Vaughan

Mrs Williams launches

by Stephen Cohen

A monthly check on truency in all Welsh schools is being planned, Mr Borry Jones, Undor-Secretary for Walss, announced this waek.

Mr Jones told the annual confor-ence of the chief education welfare officers' association in Llandudno that a proposal for a common rogister was being explored by the Welsh Office and the eight local education outliorities in Woles.

The register would give attendence figures for each school every month and would highlight schools which were seriously below averags for more dotailed investigation. Mr Jones sold it came as a joit for him to learn that Wales had the highout lovel of abaentselsm and truancy than any region of England, except for Inner Londoo

"There is in all schools throughout Eogland and Woles e propor-tion of hoys and girls who will not

"They have been reared in a back-ground of aub-culture for which the morals and standards projected by the teaching profession seem s'ludi-

"Our problem in Wales appears be that this band of unmodvated children is relatively larger than it is in England and we bevs been notably less auccessful in ongaging ta interest and attention.

"The testimony of oo many hundrods of children truenting from drods of children truenting from gchool every day or absenting themseives on the famslest of excuses is too otrong for any general claim to be sustained that the couraea they are being offered are appropriate."

The testimony of oo many hundred a report published this week.

A survey of the boards' policies by the Institute revealed on use acceptable disparity in the way they dault with dyslexic children. It also showed that the examined on results of dyslexic candidates were



Gyles Brandreth, playing the Royal Jester, leads the way to the National Theatre for a "Story stopoff"—one of the events organized by the Federation of Children's Book Groups for National Tella-Story Week.

Exam concessions sought for dyslexics

Examination boards ahould work better theo everege when conceout a common policy on what con- sions were made. cessions to give to dyslexic examination candidates and make their policy known to schools and parents, the Dysloxia Instituto recommends to a roport published this week.

Paronts and schools, anys the Insti tute, are not woll enough informed about these cooceasions which rongo at the moment from allowing extra time or the use of a typewriter to giving the benefit of the doubt to condidates on the borderline hetween two grades. Concessions for Dyslexic Candidates in GCE and CSE Examinations, The Dyslexic Institute, 133 Gresham Road, Staines. 50p.

Staff call off work to rule

Seven hundred members of the National Association of School-masters and Union of Women Teachers in Gloucestershire have called off a nine-month-old work to rule, called in protest of the county council's decision to cut teaching staff by 30. The council has appointed

Government challenged on which college to close

Bridford Connect has rejected the Government's proposals for the reorganization of teacher training and has voted in end initial training at Brodford College.

Last week the council's educe-

Last week the cauncit's educational services cummittee overturned decisions by the Bradford
colleges and its nive further educawith Huddersfield Polytechale. tion panol to accept the Gavernment

The Government suggested thet teacher training places in Bradford should be divided between liking and Bradford Colleges and that Mr Alyn Davios, principal of Bretton Hall, said: "for later of combination that makes some We are of icust 10 miles from the polytechnic and our links have always been with Leeds University." Bingley Chilege should probably close. It also emphasized the need "We have collegine supported many of the advantages of heigh part of n larger Institution whose the advantages and we have diversified courses and we believe to can aureive es a fresheding college." to retoin the multi-racial courses to Bradford Collage.

Now the cumcil has proposed that uil teocher education oud ossociated higher education simuld be based in an institution formed from an amalgamation of Bingley and Ilkley colleges.

Mr Eric Robinson, principal of Bredford Collega, the college's ecadamic boord and its governors all oppose the idee. Last week they pentioned MPs.

Dr Jim Lynch, hoad of the school

The Government propositis in the polytechnic and freme Hale should be unmaignmand from a institution of 550 teacher religious places based lorgely on the chiming Bretton Hall provision and replain courses in shortage subjects from both coileges.—THES. European centre

The pulytechnic is also leader

Wood End junior school in Harpes den, Hertfordslire, is to be the English ceetre for the European school network being set up by the Commission of the European Communities to exchange information

on environmental education.

The point of the persons is to improve school work of the subject by sharing experience. Each whom. will collect test and sives a meterials. Hortfordiline bus had a special interest in any content education for some

Cabinet cool

on plea for

training plan

more FE in

THE TIMES EDUCATIONAL SUPPLEMENT 3.6.77

education and the manpower agen-cles must so beyond "the buying and solling of places in further edu-

cation".

She has repeated the cell she made to her commonts to the TES for a whole "spectrum" of education, and work appearance, to be made available to the work.

She has repeated the Ceil she mado have composed in the TES for a whole "spectrum" of education, and work asperience, to be mado available to embark on this ollombirecting approach to the young could conty be justified by a bellet that you'll unemployment is here to stay rather than a critelly mistimed afficient of the labour Government also partially explained afficient of the labour Government also partially explained by the fact that both Mrs Williams and Miss Margarer; lack would be subject in also partially explained by the fact that both Mrs Williams and Miss Margarer; lack would be subject in also partially explained by the fact that both Mrs Williams and Miss Margarer; lack would be subject in also partially explained by the fact that both Mrs Williams and Miss Margarer; lack would be subject in also partially explained by the fact that both Mrs Williams and Miss Margarer; lack would be subject in also partially explained by the fact that both Mrs Williams and Miss Margarer; lack would be subject in the TES less month, and outlined by the fact that completely. The Date and Miss Margarer lack would be subject in the TES less month, and outlined by the fact that completely it is continued use in schools companied the subject in the Tes less month, and outlined by the fact that completely it is continued use in schools of the European Committee of Ministers to use from these codes, she has certainly reaches to guilden. The Motionis united with the recently may never among the has contained to recently reaches to make a window and that completely in the factors of the Notional Union of Teachers. Mr the Notional Union of Teachers to make a window of the Notional Union of Teachers to make a window of the Notional Union of Teachers to make a window of the Notional Union of Teachers to make a window of the Notional Union of the Notional Union of Teachers to make a window of the Notional Union of the Notional Union of Teachers to make a window of the Notional Union of the Notional Union of Teachers to make a win

greater the chance that they would dis because of it. Only feeble efforts to counterect this had been made so far. "There has been no coordinated attempt to dissuads children from starting to smoka nor to dovelop new methods of doing this. "Much more ottention about be paid in teachers' training colleges to the need for discouraging children from smoking, to the means of doing this ond to the great importance of teachers themselves abstaining from smoking." Mrs Williams launches mini-debate on corporal punishment

by Mark Vaughan

The Education Secretary is up against hoavy opposition within the Government in her light to get the Hollend pien broadened into a full spactrum of education and training choices for all school leavers.

Ministers ore now likely to decide about the plan—under which the Ms willioms, the Education Secretary to stort a ministent in school story, to stort a ministent in school story to be commission and the Covernment of the Commission and the Covernment in Schools, together with mounting pressure from groups opposed to corporal punishment, has prompted Williams's department and those in the Scottist Office apparently that corporal punishment in United Kingdom

smoksta began before they were nina. About 80 per cent of the children who smoke regularly continua to do so when they grow up", says the report which was published this week.

Smakers' coughs, phlegm end cheet illusters were continuation.

chest illnesses were common among child smokers and persisted into edult life unless they atopped smoking. The earlier odult smokers storted the habit, the greater the chance that they would be seed to be the chance that they would be seed to be the chance that they would be seed to be the chance that they would be seed to be the chance to be the chance that they would be seed to be the chance to be the chance

schooles for all school leavers.

Ministers ore now likely to decide about the plan—undar which the Ms npower Services Commission proposes to provide regime of the jobless under 195—without sanctioning any parallel expansion of further aditication.

Mrs Silriey Williams's strong belief that the Holland programme by liself is not enough, first made plain in a TES interview when it was published, has been reliterated twice in the post faw delegation from the main would crack that he post faw delegation from the will looking carefully at the possibility of mandetory grants to make further education as attractive as the El8 a week proposed for Holland plan participants. In a speech to London region educationists she said that coordination between local sducation and the manpopyer agent care with a collection of the manpolyer agent plants of the common difficult to resolve in this country than in meny othere."

Opposed to Physical Punishment (STOPP) and the Partie Trust, runs hostels for bat-wives, have recondy

Another study had shown boys were far more influenced by their teachers' smoking habits than by

the information given to them about the harmful effects of ciga-

rettea. Smoking was lass common among boys in schools where the

headmaster was a non-smoker.

Governmom.

Observations drawn up for the commission by officers in Mro Willama's department and those in the Scottish Office apparently emphasize strongly that corporal puotahment in United Kingdom schools to perfectly legal. Although all the proceedings are still in comero at this stoge, Ms Lois Altkenhead, a case worker and executive member of the Scottish Couocil ior Civil Libertlea which is involved in the parents' cose, has

ls involved in the parents' cose, has made it cleer what she thinks of the DES document.

'Ms Aitkonhoad described the document os "appalliog". "It is disgraceful in its cleim that corporal multiplication in the law of the document.

disgraceful in its clein that corporal punishment is in no way degrading, and in socking to justify the use of a punishment which has been outlawed in some parts of Europe for ever 100 years."

This is the first time that a debato on this controversial issue has been initiated by an Education Sacretary, elthough the DES soys it is nothing more than en information gathering exercise.

Whatever other reasons Mrs Willems may have for inviting evidence from these bodies, she has certainly taken many teachers by ourpriso. Teecher unions and local authority essociations have expressed con-

colleagues that local authorities will not misepply only additional funds. It is also known those one minimister and deperfments are acoptical about the possibility of contining educational grants for over-16s to those in further education. They are not prepared to aglee to pey them to all who stay on in sixth forths:

Reports last week that Mrs Williams, itself violatics, but falled to get one. Strathclyde claimed its regular that the Cabinto are thought to have been based on services on the law of the misundaristending of whet she told the world bagers.

At the one numberorist meeting of whet she told the Mahobowar Serdors Commission has heard the case once and esked for observe at Mahobowar Serdors Commission will be considered again, probably when the so far taken place with a solidity that it might be insured by the leard by the European comment to the Cabinto are the Cabinto are thought to have been based on the law of the will be considered again, probably when the case once and esked for observe the mahobowar Serdors Commission will be considered again, probably when the solidity that it might be insured by the European case the beard by the European case the beard by the European case the first which the case once and esked for observe them that the frequent use portion of the beard of the beard of the comment was comparation of mean that the frequent use portion of the beard the surface of the law of the always to ractorized and derived discouraged; it should discourage the beard of the law of the always be ractorized and derived as east est resort; it should always to ractorized and derived wiscouraged; it should always be ractorized and derived and derived wiscouraged; it should always be ractorized and derived wiscouraged; it should always be ractorized and derived wis

Doctors want blitz on young smokers

More vigorous afforts to parsuade children not to smoks are one of the major recommendations of this demands the description of better ing ond promotion of better of amoking on health. It also says trachers should set a good exempla by not smoking in school.

"Some children begin to anoke at five years of nge and it has been at five years of nge and it has been and that one third of adult smokers began before they were nine. About 80 per cent of the children who smoke regularly continue to do so when they grow up", says the report which was

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such diseases are more likely to smoka. Protection from tho-damags cigorette smoking did was one of the most important ways to improve health in this country. At present attempts to dissuade usople from smoking wore based on guesswork. The various experi-

Smoking or health published by Pitman Medical, £3.00.

L.e.a.s fear threat to colleges

for an squoi share out of higher education ploces between colleges, polytechnica and universitisa when the Government allocation for 1981

is announced soon.

There will be 40,000 extra pieces.
But clust education officers four that the expansion in the public sector will be so smoll as to threaten the our vival of some former colleges of aducation which need students or their now dagree couroes.

Indications are that the lion's share of the proposed 560,000 places will go to the universities and the Universities Grauts Committee has suggested to universities that their total will be about 295,000. The present figures are 273,000 in the proposent figures are 273,000 in the proposent of Local Education of Loca

committee has auggested to the Government that the univarialise should receive 310,000 places and the public sector 250,000. However, a resolution from Shef-field to the Association of Motro-politan Authorities' Education Com-

politan Authorities' Education Committee last week said that the increose in numbers in both sectors should be broadly comparable.

The committee decided to forward the resolution to the Oakes Committee on the management of higher education with a moto saying that the numbers in the public sector chould not fall below 250,000.

Shaffield's form are aboved by

Village school inspected

Tackley Church of England primary school has already been inspected once before. The earlier

A village school where porents have been compolighing to oust the head-mistress was inspached lest wook by Oxfordshire's senior primary adviser.

Shirley Willams, the Education Secretary, to win her support in their compaign to reploce Mrs Page and have complained to the local government ombudsman; elleging government ombudeman: eliegin maiodministration end negicet of

report—olso by the primary adviser—was calded of the headmistress. Mrs Florence Page.

A opokesmon for the councy council said this week that the report on the school would be shown to managers before going to the education enthority.

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Entertainments



Wednesday, June 15th Sulurday, June 25th GHOST TRAIN TO CORNELIAN BAY

LEEDS PLAYHOUSE Calverley Street Leeds 42111 (10 am 8 pm) by Janet bale

the premiere of an exciting play for 7.to (2-year-olds)

Directed by Michael Attendoracht.

Times: 10 am (9g (0.9)) - pm seat 2.80 years (1.9) In socialist theory it is assumed that public schools will wither eway or be reduced to an insignificant num-

PERSONAL COLUMN

a moss migration of the mid-classes could effectively destroy a independent sector in a mater

Government carrot held out too late?

The Government's inducements to matture graduates to train as mathematics, physics and crast teachers and to local authorhies in second serving teachers to retruin in these subjects were generally

But there is a widespread view that they may have come too late to make much difference, though some authorities are keen to take adventage of the extra money for

The special training awards emonaced last week for graduates of mathematics, science and technology, emount to mure than double the normal teacher training

double the normal teacher training grant. The recompense local authorides are offered for secondment applies only to convaes running in 1977-78 and the awards do not apply to newly trained teachers. It is clear that people who have not yet applied for one of these courses will have to move pretty smartly in get a place, to apply for and be assured of a grant in time to hand in their notice if they are employed at present.

The colleges running the special retraining courses are not expecting a great rush for places as a result of the plan. Worcester College of the plan. Worcester College of the four established courses for teachers who want to retrain in muthemstics, do not expect any

inclusing.
Mr. E. G. Pelrson, the principal, sold: "It is not a very gilded

Bob Doe reports on criticisms of new teacher training awards

carrot. It is a hit late for thissa who might he thinking of leaving secondary mathematics work.

a job." Everything depended on how fast local authorities could process applications for awards.

Everything the leave induces the leave interested in the mathematics.

Even without the letest inducements, Worcester had accepted 16 students on to the mathematics convarsion course (compared with one lost year and six the year before). Three of these base becuseconded

Most of the newly created conversion courses have not even started to advertise their existence yet though they are due to run from this October. Nevertheless, some of them have been getting a steady stream of inquirles sinco the courses were announced by the Department of Education and Science in Mecch.

Bath College of Higher Education amount its mathematics conversion course with 15 to 20 students this year. It had a dozen unsolicited inquirles straightaway in March.

Support from local authorities has been very encouraging too, said the Most of the newly created conver-

been very encouraging too, said the senior tutor. Mr Derek Wolters. Before last week's 'unnuncement one had seconded three and ladicated they might be able to offer omployment to three more after the course. Authorities with surplus primary teachers were anxious to provide teniucements for them for

the following year by next term. Most authorities completed next year's secondments months ago.

Mr Johnsoo said many head teachers, if they knew they could expect these tenchers back after a year, would be willing to cerise the threathle and do some tenching themselves. He hoped they would he able to arrange some peripaterle reaching as well.

preople are interested in the multe-matics conversion course than there are places on it, according to Mr Hurcy Wobstor, deen of education. Early indications are that local authority secondments to much ema-tics courses. The these are likely to Mr John Holden, senior adviser for Hampshire, said the proposals bad come so late there was hille sime left to sort out the changes in staffing involved. It would now be very difficult to second any tics courses like these are likely to account for most of the response to more teachers for cetraining. the government's crash programme. Sunderland has already been osked

There were financial penalties to be considered, too. Authorities would not get extra payment if diey seconded teachers who were in scaled pasts. Univerer, four tea-

Sunderland has already been osked by one authority to provide six extra places. "Mathematics seems in he where there is a shortago par excellence", Mr Webster said. "L.e.o.s are not so worried ubout physical sciences and technology."

Following the government's initial tive, too, this week Leeds wrote to Sheffield Polytechnic reserving 10 extra places on their mathematics retraining course due to start in October. Mr R. S. Johnson, the city's director of education, said they were financial penalties to be considered, too. Authorities would not get extra payment if they seemed teachers who were in scaled masts. However, four teachers had requested secondment as a result of press reports about the scheme.

The crash programme was criticized this week by Mr Keith Humpson, MP and secretury of the Conservative Party education committee. He called it "a bit of non-sense training to help mathematics teachers best called it "a bit of non-sense training to help mathematics teachers best considered, too. Authoritios would not get extra payment if they seemed teachers who were financial penalties to be considered, too. Authoritios would not get extra payment if they seemed teachers who were financial penalties to be considered, too. Authoritios would not get extra payment if they seemed teachers who were financial penalties to be considered, too. Authoritios would not get extra payment if they seemed teachers who were financial penalties to be considered, too. Authoritios would not get extra payment if they seemed teachers who were financial penalties to help on a trace if payment is scaled pasts. Homever, fuur teachers in scaled



Morning propers: some still uid to the letter of the law.

Four fifths breaking law on assembly'

Morning prayers are only mility 21 per cent of secondary some according to a survey by the high tast Masters Association, and is dreds of schools are breaking the day the collective acr of worship.

collective act of worship.

The survey of more than like secondary schools shows that I he cont had a hall big enough to the all the school's pupils. The Eduction Acts of 1944 and 1946 spectrus schools shall begin their be with collective warship if all he pupils con assemble regener; he only 21 per cent of those schools in the survey which had a largenough ball actually obeyed a law.

in the survey which had a my enough ball actually obeyed a law.

The survey also revealed that it per cent of AMA members sidnly that a regular comparate act worship should have o place in state school; 55 per cean said should be compulsory and 23 per cent thought it should be compulsory and 23 per cent thought it should be compulsory and 23 per cent thought it should be compulsory and it is not in the same in the same continuity religious iounds thous—comply religious iounds the same compulsory of staff is fitted "by temper heart, personal helief or training conduct an act of worship." I some schools the head of the regions eduration department opter because of "since roly held view bount the spince of compulsory is ship in stato schools."

"It is evident, too, that the tentional act of worship is no loop held in many schools. The hip staging, the joining together in a ring the start's Prayor, the reading from the Bible, have been rapperly fulk songs necompanied by F groups, dromatic happenloss."

Carlier this year a Menon.

Sources."

Burlior this year a Menior blarlier this year a Mellon minister, a church warden said hoad of religious studies rise paraude the maccation's said conference that compulsory prevented by sempled. The said time did not rate on the properties the survey was being from

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Life in care -from inside

Ton incol authorities want to take port in the National Children's Bureau plan to get children and young people in care to publicly state their riews on life in institu-

But the burean are to minimum unity four schemes in London, the Midlands, the North and the Home

A spinkesman for the liureau said this tweek that they will be looking for ways to improve residential care. Ily allowing the children and young

ly allowing the children and young people to talk us coosunters obout possible changes they hope to moke more of an impact an palicy makers than could be done by reviews of most research.

They will examine educational opportunities he well as the social bide of institutional life.

Moanwhile, u young people's working group sot up by the bureau are working nn a book; bused on transcriptions of discussions on children in care held during the past two years. It will be published in the gutumn.

in the guttum.
They will tilso submit comments to the bureou's working party on substitute core.



Young Elizabethans, from among 6,000 Havering schoolchildren, line up at the barbecue during their Jubilee day celebrations at Raphael Park, Romford, Essex. The fun also included Maypole dancing, duelling with swords and

Top officials on the dole

There were 76 directors of sducu teachers, 2,492 secondary teachers, and 1,040 university teachers were lossectors registered as memployed the register. Though 392 vace loss of the according to the latest out of work, there were 278 unfilled vacencies in this field.

By contrast 3,049 primery May, 1977, HMSO £1,20.

ISPECIAL ANNOUNCEMENTS

UNIVERSITY OF SUSSEX WORKSHOP CONFERENCE: TEACHING ABOUT SCIENCE AND TECHNOLOGY IN EUROPEAN STUDIES

29th June/fet July, 1977 For Secondary and Further Education teachers of solence, leginology history, general/sodial/European studies!

Job creation planning shifts from teens to early twenties

cheat the present emergency job creation programme, are being open and the proposal to the average of the present emergency job creation programme, are being open and the proposal to the average of the programme of the proposal to the pro

The Government is now exploring scheme is already available to be under the nover 19st differ the Transfer to be under the nover 19st differ the Transfer to be under the proposal for a scheme to such the proposal for a scheme to such the proposal for the scheme to such the present emergency job leavers are, in fact, modelled on second prize of 10,000 French to the present emergency in the proposal for the present emergency job leavers are, in fact, modelled on second prize of 10,000 French to the present emergency in the proposal for the present emergency in the proposal for the present emergency in the proposal for the present emergency to be the present emergency to be the present emergency.

by Frances Stadlen

Extro help and special attention for children from a rundown inner city area of Dublin had a marked effect on their intellectual development until they got to primory school. At that point they started to slip

This is the main finding of a re-port published thie week by the National Foundation for Educational Netlonal Foundation for Educational Research. It oftempts to essess the programme, which was corried out over five years, but comes up with no firm idea of exactly what produced the improvements. The programme was sponsored jointly by the Department of Education and Science and the Van Leer Foundation

Science and the Van Leer Foundation.

The performance of the children when they started in the schema at three years old was lower then average. It was compared over the five years with the performance of a control group from the same background and with another lot of children who were not disadvantaged.

By the time they were five, the experimental children were doing as well as everage children on a mensura of general ability. By eight, bowever, their performance on a wida renge of teato (chility, ottainment, personality and home background) bad deterlorated, eithough on ability and attainment they were still distinguishable from the disadvantoged control group. The programme had very little impact on personality.

personelity.
The main features of the propre-school stage, were a specially planned and structured curriculum and more than usual involvement of parents. Parents were pleased with the way the pre-school was run, and thought their children were getting on well.

Comparisons between the children who trook pare (when they were alent) and elight-year-olds who had liken living in the area before the programme started revealed that the experimental group did bettar on an intelligence test and also had their homes more highly reted for quality of language and help with school work.

with school work.

The research team think that the cunticulum was mainly responsible for producing the cognitive changes in the children, but the report stresses that they cannot be sure either about this or about which elements of the curriculum were most important. They cannot reall how the various components of hie programme might have considered to achieving its objectives of hie programme might have considered to achieving its objectives of how they interacted.

The report calls for more research to identify the crucial entures of relatively checessful programmes.

tured of celebraty encessful programmes.

Possible explanations the report
offers for the fading effects of preschool work once children reach
primary school include the shortlength of pre-school programmes
and the difficulty of setting printaty, schools to experiment.

The Evaluation of on Intervention
Programme for Disadvantaged Childram, NFRR Publishing Company,
Darville House, 2 Oxford Road East,
Windsor, 54.75.

Psychologists seek 1 Uoemployment benefit (single

Health Sarvice. Those responsible now are too remote from the family concerned, the society says.

It also recommends that hospitals should make visiting rules more flexible for patents with sick chilled and children, with ill parants. Evidence to the Royal Commission of the NRS. Blitish Psychological Society, St. Androws House, 48 Princess Road Rost, Lolcester LE1

7 (1)



help disabled

School

The dome-known as a parashell building, occording to the heads

AN INFLATABLE sports bell takes shape at Malvern Girls' College' neoth for a tennis court, two squash worcestershire; bullt by pumping air under a concrete reinforced membrane. The end result is a common with showers, a baleony for the head of the court of the head membrane. The end result is a common with showers, a baleony for the head of the court of the court of the court of the head of the court of t More guidance for careers staff?

by Mark Jackson

The new programms for retraining teachers in shortage subjects should be extended to careers teaching, the Netional Institute for Careers Education and Counselling has told Perliament.

In its evidence to the Select Committee on Expenditure's cduca-tion sub-committee, which is inquir-ing into the ottsinments of the school leaver, the institute says This week t careers stoff a disobled business education
 pey and school leaver, the institute says that the quality of careero guldance in meny schools is still poor, with limited statue and resources, and

Firms asked to The roason for the slow development of careers guilouce, says the institute, despite the importance placed on it by pupils, parents and employers—and the evailability of improved materiois and good examples—is the resistance of the schoole themselves. school leavers, can expect to get better jobs it a campaign by the Menpower Services Commission is

The institute puts forward three possible explanations for the schools' attitude:

"First I plan to take n BEd, then PR do o government retraining

succassful.

Positive Policies, e pompblet published by the commission and the National Advisory Council on Employment of Disabled Pcopic to introduce the campalgn, is it outded to help disablements rescaled the kind of activities officers in hegotiations with one ployers.

The pomphlet, which has been distributed to 55,000 films, reminds employers thet careers officere employed by local aducation authorities can introduce them to suitable disabled school leavers and strange free ohort escessments or training courses.

Six guidelines are given; Em.

The Business Educatinn Council, will depend on cinese comparation business and particles and strange free ohort escessments or training courses.

The Business Educatinn Council, will depend on cinese comparation business and particles and strange free ohort escessments or training courses.

The Business Educatinn Council, will depend on cinese comparation business business are given; Em.

The Institute says: "For the insecutive future we need to be specialists in careers, educate and counselling—partly to provide specialist services, but partly to specialist services, but partly to support and a us resources to support and sondinate the work of other feets

ordinate the work of other team in those areos."

Currently, the institute the court careers specialists are the dependent on in-service tracks the erea which is being hardes to by current education cuts. In most fields cuts in in-service the supplementing of existing skills; the field of careers education as counselling they mean cuts in best training."

The institute warns that one state of the four one year course covering the country, which set train 10 to 20 carsers specially year are in denger of closing too because education authorities in unvilling to send enough teacher on them. Some teachers have been

unvilling to send enough rescher.
on them. Some teachers have been
refused permission on economy
grounds, to attend even the declar
courses, custing from 2 to attend
by the institute itself.

Mr Ken Cooper, chief executes
of the Training Services Agency,
which is administering the pre
gromme of shortage subjects crasretraining progroums said that t
was the job of the education service
to decide what sort of training we
needed for teachers, but that,
osked, the TSA would be gled t
help improve careers guiden
skills.

straining courses.

Six guidelines are given. Employers, it eave each to the disabled for all types of vecancies, retain newly diebled employees when ever possible, give equal appartunities for troining and promotion, modify equipment, adapt premises od coparate with the displaneer courses, which is vill replace well occurses, which will replace well occurses, which were to stress the vocational pair-players in Briton and obroad was that the performance of disabled employees was equal to that of the disable well as the performance of disabled exams such as the occurses, the occurses, the occurses, which were to stress the vocational pair-players in Briton and obroad was that the performance of disabled exams such as the occurses, which will replace well occurses, the occurses, the occurses, which were to stress the vocational pair-players was equal to that of the discussion and its professional dependence of the construction of policy. Many, included the process of the construction of policy. Many, included the process of the construction of policy. Many, included the process of the construction of policy. Many, included the process of the construction of the construction of po

Who gets what—guide to pay and benefits for 16-18-year-olds

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dustrial, training hoards (flat rate) (flat rate)



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Blacks may get cash to teach | Cuts push nurseries

Cesh grants to help members of ethnic groups to become teachero have been recommended to Mrs Shirley Williams, the Education Sacretary.

Mrs Williams's odvisory committee on tencher training decided last week thut prospective teochero from coloured or immigrant groups should be given grants so they can obtain for A level guelifications.

Oured or immigrant population are developing preliminary courses with A level mathematica. Both young men and women, the report suggests, sometimes feel they have achieve a two-A level autry qualification.

"Wa should like to see this practice adopted more widely and bocked by suitable financial support, but do not think other more specific measures decirable or necessary."

The committee recommands that week that prospective teochero from coloured or immigraot groups should be given grants so they can obtudy for A level quelifications which will be needed for entry to training courses.

The courselves.

Specialist courses for mature training and located in term by the plessing out of the certificate. Opportunities and area by the plessing out of the certificate courses for mature than the commentation of the certificate course should be closed down from 1979. A levels have not been an obligatory quality of teachers of mains, temedial the tempth of teachers of mains, temedial the beautiful that the plessing out of the certificate course should be closed out from 1979. A level has been the commented that the committee said in the report. All other one salted out from 1979. A level has been the course of the property of teachers of the committee to the control of the property that the committee to study players a solicity of the committee to the course of the course of the position in the committee to the plessing out of the certificate, or the committee said in the report. All other one mandatory in most cases. The committee said in the report of the property of teachers of the course of the property of the plessing out of the certificate, or the plessing out of the certificate course of the property of the plessing out of the certificate course of the property of the plessing out of the certificate course of the property of the plessing out of the certificate course of the property of the property of the property of the committee of toking maths as a second that the pless of the plessing of the control player of the committee of the position in the certificate, although the case of the control players of the plessing of the plessing out of the certificate, and then maths. Since the control of the property of the plessing out of the certificate case. Opportunities of the players the position in the conditions of the property of the plessing out of the certificate case. Opportunities of the players the plessing out of the certificate case. Opportunities of the plessing out of the certificate case of the players of the plessing out of

Specialist courses for mature students who want to be teachers of music, craft, design and technology and business studies should be

'back to square one'.

by Owen Surridge

Fear of an tuminent and possibly substantial reduction in nursery school places is causing a strong reaction among members of tho reaction among members of the National Campeign for Nursery Education, which met in London on Saturday to prepare itself for a new round in its fight to secure aducation for all under-fives. The campaign plans to petition the House of Commono in November with a plea for legislation to compel iocal authorities to provide nursery school places for everybody who wants them.

Methews, a member of Guildford Labour Party, mada an attack on playgroups. "It is time we bogan to say that playgroups cannot do whet nursery education can do", ebe said. She diamiosed the playgroup movement as a bunch of "well-meaning ameteurs". Only "a proper state nursery education aystem who wants them.

Miss Joan Lestor, MP, a vice-president of the campeign, seld tho The committee recommands that colleges should publicize the opportunities of toking maths as a second subject. Where physics is con-

Despite the united froot maintelned by delegates, there was a hint of storms when Mrs Cynthio Methews, a member of Guildford

wanted.

Miss Joan Lestor, MP, a vicepresident of the campelga, seld the
time hed come to impose a statutory duty on local authorities to provida nursery education. If we don't it will always be left to the wilm of the local authorities, and when financiel cuts are necessary they will always fall on things they are not compalled to provide. That is why nursery education does not property.

She werned her audicace not to be misled about whet was happening, "Shirley Williams has said that only goes but the foct is that a third of local authorities have not gone

In-service contracts urged for colleges

by Bert Lodge

The omegan and type of in-service training a college of education could provide for a school should be laid duwn in a contract signed by book partias, Mr. Jameo Porter, principal of Bulmershe College of Higher Education toid o conference of sentor educationists lest week. Not too much emphasis on teacher training in a school might be a good sign, he said. He urged heads and their staffs to adopt e damocratic structure and suggested it might now be time for the Council for National Academic Awards to edopt a more retiring role.

it might now be time for the Council for National Academic Awards to edopt a more retiring role.

He told the annual meeting of the Leadon what Home Counties Regional Advisory Chuncil for Technological Education, that it was now critical for colleges to support schools in their own work of staff development and in-service training. "College staff and other resources", he seld "have to go into the schoole, and I would strongly advocate e system of establishing contracts with schoole whereby schools indicate their needs and local nuthorities discuss with them and the colleges the best ways in which these needs can be need."

Solvole had suffered coverely in the economic cuts and the colleges were genuinely better off. Once a school's problems had been identified—mixed ability teaching, the development of new programmes within the Cartificate of Extended Education or problems orising from multi-eduic groups—competent and credible staff from the colleges, often supported by students, could be staff from the colleges, often supported by students, could be staff from the colleges than it.

"They should anable, teachers

tain it.
They should anable teachers

It might be a good sign when a chood was not spending soo much time upon toacher training. "It may often mean that the staff is pernamently questioning itself about its day-to-day practice. Assistant teachers should be able to make real decisions, propose changes, argue not on the basis of hierarchy and status but on perceptions of the needs of the pupilic."

We were living in a non-traditionelist, pluralist, society, and settool should be genuinely democrade. "If staff meetings consist metrely of giving out notices and issuing instruction, there is very little need for staff development," Though the function of teacher training should be cambisited at individual institution level, elbeit with the fullest consultation and the Department of Education and the Department of Education and stout the lims of secondary system is going to get leave application. If we carry on, the socondary system is going to get leave application. The Education Secretary, Mrs. Williams, was trying to contained in education and the Tories must dadle whether they ware going to the doctripeire opposite of the samblished at individual institution level, elbeit with the fullest consultation and the Department of Education and Status of the programmes the life of a single government.

Mre Time Education's Supplement, said there were united to a single government.

"There is no lew to say that the two parties must fight like Klikenny cats about the class of secondary system is going to get leave apple levels of secondary system is going to get leave apple of saintle correcting mechanisms will be brought in by hack doors."

The Education's supplement, and the life of a single government.

"There is no lew to say that the two parties must fight like Klikenny cats about the class of secondary system is going to get leave apple to secondary system is going to get leave apple to for a neither apple of the brought in the brought in the two parties must fight like Klikenny cats about the class of leave apple to for a method of the brought in the tw

bond between education and worklog life.

"The warning signs were visible
during the 1960s: This was the time
of the Robbins report which called
for an expansion of higher educetion. Everyook was enthuoisstic.
But it was also the time of the
Henniker-Heaton report, which described the expansion of day-release
as o task of immediate national
importance. It went unanswered."
Mayrover, this set of priorities Moreover, this set of priorities still peroisted. "The best recourced are still going on the full-time degree student to the neglect of the education of those already of work."

Every pupil ought to be required to design and make something, said Sir Alex. He deplored the attitude of some ocedemica. In a school which he visited recently he was told that a beautiful piece of craft

The further aducation sector was weak because it accepted a second class catagory. "And there is no leadership to take it out of that category. I doubt if further educathon as presently structured and run-can fulfil his task."

After pointing out that he claimed and run-ture brofessions and the perfection of the con-



ready for it of artuges for the keyl of use you needle , which The typing at regulable from solution and degles or by despit.

of your nearests upplies glease \$11 falme loggion.

ROMAN CATHOLIC Bert Lodge explains how two

the naming of the new school, whose twin-denominational doors opened to Anglican and Raman Caiholic children for the first time in: September last year. The attitude characterized the initial inspiration and pragmatism needed to create this institution out of a Church of Eugland girls' achool and a Roman Cetholic mixed.

No talk here of realizing a dream denominational schools merged into one No talk here of realizing a dream.

No talk here of realizing a dream.

St Bede's was not born of an idealist vision of fashlonable ecumenism nor from conclaves of theologians impelled by the mood of the Second Vetican Council to make some approach towards "our separated herefyeen".

No. One headteacher saw how bit of cooperation between her inclican school and a neighbouring atholic one would benefit them oth. This was in 1968. Miss Hunt ad arrived only that year as head Bishop Simpson Church of ngiand girls school, and was nout to create a sixth form.

about to create a sixth form.

At the same time St Joseph's, an independent Catholic girls school was being convented lute an aided mixed comprehensive. With a roll of only 400 the sixth form was tiny. It was sensible, Miss Hunt thought, to sea if the sixth forms could cooperate, Her opposite number, Sister Mary Jerome, of the Sistere of the Christien Retreat, agreed. In September thay began a joint programme. So for.

future developments that could result from sixth-form cooperation. About the same time Miss Hunt introduced O levels in separate sciences and suggested to Sister Mery Jerome that St Joseph's might like to be lavolved as well.

"One of the encouraging aspects of this whole idea is that the project of e united Christian school is unique in the whole of the country.

It could well blaze a trail for further applications of the country. The working party got its head down. In July, 1974, eection 13 notices were published showing that the governors intended to change the school's cherecter. In November, 1975, Miss Hunt was eppointed head and Sister Mary Jeroma deputy of St. Beda's.

like to be lavolved as well.

By this time the joint working party set up by the two heards of governors had more the look of inevitability then surprise. It was given some dynamism in November, 1972, when the two heads produced a joint statement. Its bold, unequivocal language emounted to a clear challenge to their governors to come up with mutimos, best than a preposal to amalgamate the two schools and thus create the first ecumenical school to the country.

"The condition of society at present calls for a clear and convincing witness of Christian soliderity in face of the chedlenge from humanists, the general indifference towards moved issues, and the spathy of nomined Christians who are uncommitted to the Christian life", it declared.

"Divisions emong Christians are a scandal to the young people of today. Their reasoning is that if we are eincerely following Christ, minor differences become perty and

strong, in the light of the ultimate vision of a united Christian achool sarving the local community, they will carry us through all the diffi-

to agree on a common set of edu-cational principles for St Bede's. It was decided that two of the three Religious Education periods e week would follow a common syl-labus while pupils would asparate into their separate denominational groups for the third. Morning assembly would be a united act of worship except when communion or mass were being celsbrated.

"Since the school opened I have not had a single parent raise any objection about the Religious Edu-cation teaching", says Miss Hunt. "But one parent did withdraw wa were going to take

was Bishop Simpson's school. About two-thirds of the 1,100 pupils are Church of England. But Miss Hunt of the first year linake ore Roman Catholic end how many are Auglican. "And I don't want to know",

Both religious ore equally represented on the St. Bede's board of governors. There ere six of coch denomination and six from the less. Parent representation is not yet mendatory on the governing hodies of eided schnois but, as it hoppens, five of the donominational governors have children at St. Bede's.

The felling birtheste in Surroy will lessen e worry of beth Miss Hunc and Sister Mary Jerone—that of being oversubscribed. They decided at the beginning that priority should go to church families, then children from underprivileged homes. But they were well ownre how a vokuntary school can ottract the most secular novents once its

This was a territory to be trodden worly, and et this stage heevy-weights were brought in. Early in 1975 the Roman Catholic Bishop of Arundel and Brighton and the Anglicen Bishop of Southwark set up with canone end reverends, a religious education commission of 12 for the school, liberally endowed.

But the day when theofosione dis-Miss Hunt is dubinus about the chances of other similar echemes.
"I don't think a scheme like this could be imposed elsowhere", she says. "It came about here because of the good relationship between Sister Jerms and mariful. says. "It came about here because of the good relationship between Sister Jernine and myself", she odded: "I suppose we broke the law over a munder of whings But the day when theologione dis-puted like modicial schoolinen is past. Seven meetings were anough

Science diary John Maddox:

Threat of a ban punctures aerosol can

The great aerasol debato of s yes ogo seems almost to have sunk wistout trace, but that (as I she explain) is an illusion. In the Uni States, where the regulatory wittes (principally the Fase Drug Administration and the Enformmental Protection Agency) is sharpening their pencils to gots regulations bunning the uni ecrosols propelled (or driven the can) by the chemicals and the can) by the chemicals and the sun of the can by the chemicals and the sun of the can by the chemicals and the sun of the can by the chemicals and the sun of the can by the chemicals and the sun of the can be consoled to the can be consoled to the can be can be consoled to the can be can the can) by the chemicals chlorofluorohydrocarbuns, used not merely in aerosol but in refrigerators smong

dictated by their chemical problem, and their chemical stability particular. But their stability inche that they accumulate in the low atmosphere and then flud their me into the stratosphere, where win wielet radiation causes them release chlorine eroms, which turn destroy ozono melecules that increase the amount of small ingularizate in the carth (sea Tal. February 2).

That samething like this Thet samelling like this conheppen was first suggested by
years ego and confirmed by selfful study carried out to the Unite
States by the National Academical
Sciences o year ago. The profit
that study, published let resident
said quite cloarly that the content
use of the chlorofluorence
carbons and their eventual residence

Everybody acknowledges that; eubstantial reduction of the amount of ozone in the almosphere would be a serious matter. In the payer, however, several things had happened to suggest that the state. of these stable gases na the amount of ozone let the stratesphere is a

ssamed to be.
For one thing, it has turned of
that many of the chemical reaction
in the atratesphere are less
intown than hed been thought
the same thing, it has been particularly spheric ozona would be

indisting all the may be three the second of the lace of things, this even much as people thought a very second on the face of things, this even strengthens the case for regulating the use of aerosols, and that it the spirit in which the Ameritatines of the second regulatory agencies are pushing alread with their plans. But, as happens, the wind is being taken out of these salls by the way is which with the chaptical manufacture seems to be giving up the use seems to be giving up the use majoratories. Fearing a best, the majoratories for these aerose propellerts.

The armies of lewyers working the samples of the s

The right answers could get you an Award Are you interested in maths or the physical sciences or craft, design and technology? Doyou want to teach any of these subjects?

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Applying for a Teachers Training Award now could lead to a worthwhile new career

There is still a shortage in secondary schools of specialist teachers of mathematics; the physical sciences; craft, design and technology-subjects that are vital to the country's prosperity. To help alleviate this shortage, the Government is offering a number of special Teacher Training Awards. Mainly starting this September, these Awards offer people who have an interest in one of these subjects, and who are at least 28, a year's full-time course in teaching it.

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People aged 28 or over who have not followed full time higher or further education courses in the last five

- Graduates in mathematics, one of the physical sciences, engineering and allied
- 2. Qualified teachers not currently working as teachers in maintained schools.
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You should consult your employing Authority. They may be able to offer you secondment for training, or retraining, in one of these subjects.

This special Teacher Training Award scheme is for the 1977/78 academic year, and most courses start in September. So act quickly if you're interested

Start now by filling in the coupon for a pamphlet
that explains in detail who qualifies, and how to apply

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	r prote			1 10					TES/
Post	o Kathy	Collins,	Informa	itlon D	vision,		use, Yo		

People

Mrs Meura Thomas, deputy heed of Shelley School, Kennington, is to be head of Charry Gardan Special School, Bermondsey.

Mr. D. W. Tipping, deputy head of Whitecrosa School, Lydney, is to be head of The Lakes School, Windamare.

dermare.

Mr. P. A. Barlow, first deputy head in the stational Advisers.

Mr. P. A. Barlow, first deputy from the stational and head of Spring Mr. P. A. Barlow, first deputy head in the Council for Warlound Advisers.

Mr. R. Grinder, deputy head in the county of the Awarde.

Mr. R. Grinder, deputy head in the county of the

Few incovations meet with no objections at all. The surprise wos

how few there were. Both Mise Hunt and Sister Mary Jeroma ndmit the first ennouncement of change raised an eyabrow or two among parants. They hald public meetinge to explein what the new school would be like and particularly how religious education would be acceled.

Carry on physiotherapy

Introducing peace

lution of conflict are bumpered by luck of knowledge and scarcity of materials. The kit is available from Campaign against Arms Trade, 5 Caledonian Road, London N1, price 20p including postage.

The Coventry School of Physio-therapy is to stay permanently in the Lanchester Polytechnic where it was incorporated for an experi-mental period of three years in Sep-tember 1974, Since then it has more than doubled the average annual atudent inteke, An Introductor Icaflet on Jewish dictry lews has been produced by the Jewish Education Bureau for religious education teachers, the clergy and sayone interested in the clergy and sayone in a westenbar in the leaflet is available free a westenbar in the leaflet is available free a westenbar and a westenbar in the leaflet is a semped, addressed savelops is assential.

Teaching reading diploma

A two-year part-time course leading to an Advanced Diploma, in the tesching of reading has won CNAA, approval. The course—at, Avery Hill College in London—is the first diploma in its field to be approved. The course will start in September.

The course will start in September.

Is there a mouse about?

A survey on the common house mouse and its distribution through out the United Kingdom is being arguinged by the Willills Youth Service his educational section of the World Wildits Fund Children some of the world Wildits Fund Children some of the World Wildits Fund Children some of the World Wildits of the World Wild Wildits of the World William Wildits of the World William Wildits of the World William William William William William William Willi

R.E. Heads and Teachers!

As the aupply of new training places has failed to kaap paca with the huge increase in the number of oredical students over the lest five years, not all of them can now be accommodated in university clinics. The Lidnder governments have been slow in concluding oppresements with

slow in concluding ogreements with non-university hospitals and conse-



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LIVEST IN YOUR EUTURE

All change: making the systen 'More art, less vandalism' fit the individual

French education is about to get its biggest shake-up in modern times. Mark Webster reports from Paris.

Francs is now preparing for the first stage of its most comprehensive educetional shake-up this contury-tha Haby reforms. The changes start this September in the first year of primery end second-ary schools and will extend graielly one yeer ot a time.

Essentially, the reforms are the product of une men's educational hilosophy, furmer teacher and geodmaster, M Rene Haby, the

He intende altering the face of French education for children from five to 19 and eithough strong opposition la continuing to his plans it seems certoin thay will go M Haby might fairly lament that

the reforms ere more often quoted then read and it is herd to decide whather his critics ere motivated by educational or political in-

terests.

M Haby's gulding principles were clearly stated from the outset: suiting the system to the individual needs of the child, compensating for social inequalities, preparing the individual for today's world and giving him some technical competence. In ordar to achieve these objects the whole education system will be given a sense of courlinity.

Sense of continuity.

Nursery schools: Already 95 per cent of four-year-olds get nursery education but the nunister wants perents to be able to send children from the age of two. He sees com-mon schooling from such an eerly age as the first stee towards reduc-

age as the first stee towords reducing sociol inequality.

At present, 2,600,000 children attend nursery schools yoluntarily and the cruciel role of the schools will be to prepara children for primary editection. The reforms go into great detail on how the twu stages of education should be hinked.

Primory schools: The compulsory school age will be lowered from six to five. The resulting six years of primary school will be divided intuitives cycles of two years each,

tbree cycles of two years each, elthough not every child will fol-low the same routo through the

system.

Lowaring the school oge will make the first two years of the preperatory cyclo more flexible. Praviously it lested only one year and was noted for the high percentage of children (20 per cent) who bed to repeat the year ond who later showed recurrant educational archiems.

problems.
Akhough nearly oil children do the two-year course, some will complete the first year in nursery school, some in primary school and a small proportion of gifted children will do only one year passing straight leto the second type if parents, teechers and the cycle if parents, teechers and the family doctor approve.

child hes the chence of jumping the first year and children will therefore finish dualr primary education at any aga from 10 to 12.

The first term of each cycle will be given to cayling the first term of each cycle will be given to cayling of the pressure.

The first term of ench cycle will be given to revision of the provious year's work and before the child transfers to secondary school there will be included by the child transfers to secondary school teachers.

Secondary schoo

gnage and mathematics, is set uside for helping backward children with "support" reaching ur assisting gifted children. ultered hacenharent which will divided him two parts. At they of the first cycle there will be examination in all the basic of jects followed by examination, specialist subjects at the end of terminal. In the second "orientation"

oycle there are the same basic subjects but with one or two options. At the end of the first cycle the parenas and child can decide what course to take but they will be guided by a council of leachers who will assess what they feel in the bast for the child. terminal.

There will be one rest only thuse who fail—the following a tember—instead of the unlimited of the other thand, failing one subject deep the opening of the unit of the The council and parents' docision will lead either to the reduction of the workload, for example by drupping the foreign language, or taking on extra subjects such as Latin, necessarily mean sitting h

ogain.

M Hulty is also proposing reduced from which will change and administrative structure of school give parents and children o great in admention and greatly be Greek or a second foreign langnage.

All children will be directed towards some sure of namual option as preprofessional training with un eye on a future career. It could be unything frum hullding collective title of public establishments.

ments of a pedagogic charact There will be an allowang

could be unything frum hullding end facinty-work to hausework. Where passible those rhildren who will definitely not be carrying on their education after 16 will do truining periods in local factories.

At the end of the four years olmost every child will be nwarded his Brevet d'Etudes du Premier Cycle (BEPC) on the basis of his written work end teachers' ossessment. Whether the child goes on to higher acudies is left es far as each school to nav for extrage where it proves hencelvial to seclose for subjects which are a tright in small groups—sub proctical work. The extro a con be snent by the institute

con be shent by the institute it feels best as, for instance funding e saccial cless for a leorners within the school.

The Minister has also annount plens for leorner shoots ded have they wish to arrangs to time thic. There can either be saturday schooling and have a week "surend" or they con rount incusive" week along Bobs.

Intensive week along Box lines.

Purents and murils: In prime schools the tembers and prime will meet three times a year life addition there will be usual of mittoes formed of elected repaired in the land three times year to discuss school nolley.

In the landes the new sale even more removehensive Recultive quidance officer, so usely missionis, document will offer employed the prime to discuss the new sale.

formly every year.

The big chapter is in the role children themselves and the standard little will have in running the intention. Each class will elect the deligation to a council by the inflot. Attendance by the delegation of meetings will be rangular until the last two years of some arms which the last two years of some arms within the last two years of some arms of some arms.

The dulegates will meet the in the internal of proposed changes. I hend "will listen to their uddes the schung's functioning, the continuous in the internal internal

All secondary children are lost their unment reports before it are sont to their parents and they are ever the mas of 18 degree contribute to the sending.

A major survey has emphasized the key

The erts should be an integral and legitimate part of American education, an important and lengthy report has just recommended. The National Endowment for the Arts and Private Foundations Committee, headed by David Rockefolier and funded by the government, has just spent two years trying to find out why, when Americans are flacking to museums, histories, and concert halls in record numbers, the arts pley such e small part in in American schools. the arts pley such e small part in the ordinary school corriculum.

"Properly taught, the srts ara basic to individual development since they more then any other subject awaken sll the senses—the learning pores", says the panel, which included businessmee, artisis, acieotists eod taschars.

acieotists end taschars.

"We endorse a counciplum which puts 'basics' first, because the arts are basic, right et the heart of the matter, and we auggest mot that reading be replaced by arts but that the concept of literacy be expended heyond word skills", it adds.

The \$300,000 study looks of innovative arts progrummes in neorly 100 American communities end concludes that many of these lead not only to "heightened sensory awareness", but also to hoproved

reading scores.

And eithough most of these programmes await definitive evaluetion, Rockefeller says evidence suggests a high correlation between an arts oriented caraculation and ereduction in pupil vandalism.

The report cites a smell achool in Ocakland, Celifornia, which hesely to aight times more art periods

six to eight times more art periods than do most other schools.

than do most other schools.

In a recent survey, children at the undergraduate school mede an average reading gain of twice the "normal" rate, and an average gain in mathematics of one and a months.
Similarly, the Learning to Read

Through the Arts programme, funded by the Guggenhelm Museum and a government programme for disadvantaged schools,

Labour win means more for primaries

New teacher training programmes for this new school type would be introduced end retraining programmes for astablished

teschere made compulsory.

Bana funda would commune be ploughed into positiva disorim-

social role than arts education can play

Michael Binyon reports from Wushington

centres arts and reading activities on the museum's collections. This led to "significent gains in reading scores measured by stand-erdized tests" for New York cluddren aged 10 to 12 with low reading scores who participoted,

the panel reports.

Describing the work of the panel, David Rockefeller said that in e accent Louis Harris pold 89 per cent of people agreed that the acts were important to the quality of

But Americans gave little weight to eesthotic values in iostitutioual decision-making. "As e conso-

Facod with increasing demaods and tighter budgets, school administrators mova almost by

Gallup reported that a majority of parents preferred schools omphasizing the three Rs end strict discipline. Only 33 per cent thought limportant for children to know something about the great leaders in art end literature.

To regard arts education as e frill was as ingrained in most Americans as the conviction that a man's first obligation was to earn living, Mr Rocketsller said.

living, Mr Rockefsller said.

This was a historic and crippling errar. The truth, implicit in the current culture boom but which the United States education had yet to embrace, was thet "full human development requires the pussift of pleasure and ealightsnowent be at one with the need for economic and physical sscurity. Training in, about, and through the arts is essential to learning both how to live end how to make a living".

A recent Senate committee on

A recent Senate committee on juvenile delinquency put the cost of school vaudalism at \$600m a year. And faced with dwindling budgets oud rising violence, meny schools epicared to heve no choice

Yet the Rockefeller report cites the example of a school in Roosevelt, New Jersey, where violence was so epidemic that the town seriously considered shutting it

decision-making. "As e consoquenco we seem to have condemand ourselves to en environment in which our schools are
grey, fearful fortrasses, end our
cities a gridwork of diamal frontage and automotive clamour."

In most publicly aupported
schools, Mr Rockefellor wrote in
en article in the New York Times,
troining in the orts was still
limited to painting sand music. A
survey of 67 schools in major population centres showed that after
kindergarten, orts instruction virtuolly disappeored,
Facod with increasing demaods

dinstor, the experience served to alimineto a communications gop.

Altogether the report makes 98 recommendations, it calls for the creation of e national centre for reflex" to cut the erts curriculum. In New York city, for instance, 40 per cent of the music taachers were sacked lost yeor.

This, Mr Rockefellar said, is apparently, the way most Americans want it. At the sama time as Louis Hurris was taking his poll to cooperation with states.

Promised changes disappear again into never-never land

from Dalbert Hallenstein

from Lynn George

AMSTERDAM

Lost weak's victory for the Dutch
Lobour Pany lo the general alection makes it almost certain that in e new central left coelition government, yet to be formed, Dr Jos van

MILAN

The school year, which ends in mid-Juna; bos bacn disappointing in terms of achool reform legislation. At the beginning of the ecodemic yeor last October the Education Minister, Signor Franco Merio Melfatti, promisad thet this would finally be the year of concrete school and university reform. MILAN

Kamenade, the controversal Sociation Minister, will be returned to office for a second four year term.

If so, his efforts will be concentrated on the proposals elready put forward in his now famous Contours Memorandum (TES, May 6), an elaborote blueprint for edu-

be ploughed into positive disorimication programmes for disadvantaged groups, such as immigrant children, children in daprived areas, children in daprived areas, children following apecial education and young workers at it is obliged to follow part-time education.

At secondary level the aim would be to have smaller schools. A government commission is alreedy to vestigating on ideal school size. Alternors would also be made to postpone study choice for pupils from 15 to 16.

The chairman of o faderal government connoittee on specific learning trade course that to go through a ment connoittee on specific learning difficulties says teachers, colleges that to take e.

SYDNEY Camberra Tachnical Collega where 40 per cent of those attending a trade course that to go through a ment connoittee on specific learning difficulties says teachers, colleges and universities must take and

And even minor raforms now in Parliament, which here been under discussion for years, are encounter-log difficulties which could prevent

One of these is a Bill which will increase the number of hours devoted to music and crafts at middle school level (11 to 13-year-olds). The Bill has encountered difficulties due to a major political row over a proposal to abolish Lotin in the middle schools (TES, May 13).

M. Huly: riding ahead.

Tochinical education: What were previously culted technical education in the now of will he renamed lacks of professional olluctrion and he entire antiquated school system. The chart was to the first two first two of which, the standing as classical lacks. Stindents will prepare for three diplomas, the first two of which, the last two of the constraint of the constraint of the constraint of the const

two years has not yet been def ba too late to be applied for the initely epproved by Parliamens. 1977/78 school year.

Australia

'Epidemic of illiteracy' charge

from William Purvis

Widespread protests over study reform plans

by David Dungworth

For the past month teaching in West Germen universities has been disrupted to an extent that is threetening to make 1977 the worst year for student protests since

of tima they cen spood on their studies and the introduction of enational disciplinary code under which offesders may be excluded from higher adnostion for up to The present troubles began et the Univesity of Homburg, which although traditionelly modsrate than many orher higher students ere using the strikes of an opportunity to express both thair dissatisfaction with the grant increases cocounced earlier this year (TES February 11), which fell substantially below the levels they had hoped for, eod their clarm over the dateriorating employment prospocts for greduates. The leftwing members of the union executive elso sea them as e means of pressing their claims to be allowed unlimited use of union funds for political ectivities.

At the seme time e series of education inspitutions in the Federel Republic, hes a etudent union executive dominated by the oxtremist Meralst Students' Federation (MSB)ond the Socialist University Federotion (SHB).

Studeuts and ettempted to defy the lacture boycott found their classes inveded by laft-wing groups demending that they should be turned into pullicel discussions. The mllitants elso cor-At the same time e serias of lecture boycotts quite unreleted to the meinsteem of protest hes been disrupting the work of medical faculties. The boycotts originated in the revised qualifying regulations for doctors of 1970 which prescribed a procticel year in a hospital for students who heve pessed their floal examinations. dened off toaching blocks end exominetion candidotes.

Anxlous to avoid an ell-out con-frontation, the university's Presi-dent, Herr Peter Fischer-Appelt, refused to call in the police and insteed concelled lectures in oll faculties except medicine et the beginning of the second week of the strike, the first time that action on such a scale has been taken by the authorities at any West German university.

The disturbance soon apread to colleges in lower Sexony end North Rhine Westphelia in response to a call by West Germany's National Union of Students, the Vereinigta Deutscha Studentenschaften (VDS), for a nationwide compaler of discreption compaign of disruption. Osteusibly the students are pro-

quently students fear that there will not be enough places to go round. In addition, they are demanding payment et the rate of DM700 (about £175) a month during the Osteusibly the students are pro-testing at the redrafting by the various Linder parlioments of their bigher education stajutes which need to be brought into line with the ennitoversial Hochschulruhmen-gesetz, the Framework Low for lu-stitutions of Higher Education which came into force on January 30, 1976. proclical year.

All West Germany's main medical essociations and many heads of medical schools have expressed support for the atudents, including their demand for recouncillation, while deploting the form thair pro-





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Ignorance and prejudice

Instant cures not on this menu

Sir,—Aristides was scaling about the Centre for information and Advice on Ehirational Disadvantage (CED) (May 20) which from its research, but equally effective unty making much of a merk.

I can understand his view, but there are points church which I would ask those who think as he does to bear in mind.

The work of the centre, as I see it and goveraors would also sae it, is and goveraors would also sae it, is not contained to the collaboration between collection and gencies who are dealing with those who are gencies, the problems of rounses, conferences, oud investigations, is now increasing of e rate likely to prova alerming, when one courses, conferences, oud investigations, is now increasing of e rate likely to prova alerming, when one courses, conferences, oud investigations, is now increasing of e rate likely to prova alerming, when one courses, conferences, oud investigations, is now increasing of e rate likely to prova alerming, when one with the unit with its stoff until the provaled that a person of his ominence in the calculation service can exhibit such ignorance the library of play should be same in which I would ask those who think as he does to bear in mind.

The work of the centre, as I see it and os?

The tesk of the centre is to find out what is effectively deporting the same tinking of play should be one and the find out only renily got going in its permanted the unit with its stoff until the unit with its stoff until the provaled that a person of his ominence in the calculation service can exhibit such ignorance different testers, but in mind that the unit with its stoff until the provaled that a person of his ominence in the calculation service can exhibit such ignorance with the unit with its stoff until the proval all the

t which I would ask those who nk as he does to bear in mind. The work of the centre, as I see and os I think many of the staff and goveraors would elso sae it, is likely to produce anectacular realits. It is unlikely to devise and comulgete striking recipes for disappid cure of meny of the often everstating and many-sided lils of that we have come to lobel "disadnatagn".

But in every area there is some one, some linstitution, some agency, ject which I would ask those who think as he does to bear in mind.

The work of the centre, as I see it and os I think many of the staff and governors would elso sae it, is unlikely to produce anectacular results. It is unlikely to devise and promulgete striking recipes for die repid cure of meny of the often devestating and many-sided ills of what we have come to lobel "disadvantage".

oue, some Institution, some agency, some service which is doing more to

equelly pregnent metters.

A. B. CLEGG,

Moreover, the demands being CED, 11 Anson Road, Manchester.

Sir,—We have received a number of comments, both verbol, and written, about A level syllabuses in chemietry from sixth-form seachers in our region. The areas which arouse most cancern are the difficulty of some of the concepts demended by the examination boards. We are familiar with the course. Of course we ecknowledge that the task of the examiners bristlos with difficulty. Chemistry is indeed e rapidly expending subject of growing importance end relevance.

Cut down workload of A level chemistry

wrough a reduction in the quantity and complexity of moterial included in the syllabuses.

We should like to hear if these concerns are shared by others.

BRIAN P. STRAUGHAN,
Chairman of the Schools Linison Committee, School of Chemistry.

Newcastle University.

"This one's to give intelligent dogs something to chew on."

Hotch-potch and chit-chat

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NNDERBOA A LIVE I Music and Stories for Children 93, Stratiella Réad London SE 24 (01) 274 5914

学生对抗性性的变形的现在分词

Takeover bid is selfish

Sir,—I am sure that the National e substantisi proportion of non-A Association of Teachers in Further level students in this age group. Association af Teechers in Further and Higher Education urges that "ell education in the public sector beyond the statutory age should be under further education regulations" out of a proper concern for the needs of this ege group. It is notural enough, elso, thet the essociation should contribute to the debate on the rationalization of aduce: tional provision for the 16 to 19-year-olds. When, however, the opening of sixth form teaching to those with relatively little experience of it is urged es a reform, one mey be scepticel.

I think it might be useful if

I think it might be useful if figures were produced to show that relative success rates of pupils taking Advanced level exams in colleges of further education and in school sixth forms; this would seem to be the srea where comparisons might most usefully be made, since further education streedy caters for I am sure that no one will dispute the naed for all professionals to contribute their expertisa to the education of the 16 to 19-year-olds, but narrow sectional interests ought to be viewed very circumspectly.

CAROLINE L. MACAULAY, 123 Lutterworth Road, Numeeton, Warwickshire CV11 6QA.

sir_The statement quoted below which I recensly discovered in Kent—bow superb it must sound in the original Germen I—is, I feel, ept comment an the bogus, long winded and outdated educational theory, which is, currently boll guised by the Teckindeal Educational Council to justify an exponsive end guite unnecessery emplies.

"We raquita no skill to make ourseloss intelligible to the multi-tude once we renounce sill profundity of thought; What it turns out is a disgussing hotch-potch of second hand observations and semi-rutional principles on which the empty-headed regala hemselves, because this is something that can be used in the chit-char of daity life." (Groundwork of the Metaphysics of Morols, Chepter 2, paga 77, transfered by H. J. Paton.)

I dere say the same goes for the Businesse Education could not need e philosophic to point this out.

TREVOR COX. Senior leature, Croydon College of Pesign and Technology.

Letters for publicotion should arrived the senior of the second head of the condending of these who substantial statement of pooler this out.

Letters for publicotion should arrived the senior of the second head of the college of pesign and Technology.

Is a dispussing hotch-potch of serve where comparisons further education streaming of the serve where comparisons further education should recommend the pro acodemic mass are streamed into. For potential parents and citizens number of these two submits mentalistic, but many schools a present child care end development the address at the subjects of the subject of the subject

The control of the co

Maths plus.

Slr,— I read with interest Dame Kemleen Ollereushew's 17 point strategy for improving meths teach ling-" Maths-minus staff who don't add up " (April 29).

At the risk of replacing an interesting prime number, 17, by its less abviously engaging successor 18, may I suggest on additional point which might improve the initial supply of woman, and porhops non mathematical to the supply of supply su Point 18 would he't to urge Buglish universities to offer jolo

nonours courses in mathemetics and English. At present not e single English university—and only one Welsh university—appeare tudo so.

do so.

I suspect that if such a course were offered it would attrect many applicants, porticularly girle, who might see lo it on attractive alternative to the rigour of the single honours mothematics course, and a superb teaching qualification.

Why ito we always wilfully separate these basic disciplines? United, they might be icss liable to foll.

JEAN MARJORAM,

Converted without conviction

Sir.—How fitting that J. B. Kenworthy, should note (TES Exerohay 20) that the radictive of explicit
interiors for one year conversion to
femaled should come from
familiar data of the pressing of the pressing of a group
interiors for one year conversion to
familiar data of the property of explicit
interiors of one year conversion to
familiar data of the pressing of the pressing

MONOPOLE Helping your two year student sound like three MONOPOLE M

Linguistic holidays. Courses and conflicted activities for groups of six people maximum. Your stay will be at a will hard every espect of the comments allowed four time with us will be assembled by the comments allowed of the will be assembled by the comments allowed. Oxfordshire: pessimistic predictions borne out

Sij-May I rejty to the comments of the comment

it much concerns me.

I was happy to read the number of teochlog posts unfilled in this subject mea, but disappointed when I road the advertisements asking for metalwork or woodwork teachers.

During a receat interview, I said that I was qualified to teach metalwork, woodwork, plastics, neadle work, woodwork, plastics, neadle work, embroidery, pottory, soft furnishings and cookeny. However, the interviewer gava me to understand that I could teach one subject only, as the schools bad only provision to teach these subjects in their could teach these subjects in their could teach meda in metal work would encompass all these wolch would encompass all these works could be palnted, meda in metal pleastes, clay, unlited, embroidored, it could be taken. A college of the could be drawn upon. In fact there is a print could be taken. A college of the La Salle College of Higher is no limit to one's inagination.

DEPARTMENT OF EDUCATION FOR NORTHERN IRELAND Grants for Teacher Training Courses in Great Britain Starting Autumn 1977

Parsons resident in Northern Ireland wishing to apply for new awards for approvad courses of teacher training at Institutions in Great Britain are raminded that the CLOSING DATE FOR RECEIPT OF COMPLETED APPLICATION FORMS IS 30 JUNE, 1977.

APPLICATIONS RECEIVED AFTER 30 JUNE, 1977, CAN-NOT BE CONSIDERED IN ANY CIRCUMSTANCES. Applications abould NOT be delayed pending examination results or acceptances by Collegas. Application forms and further information may be

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School Leaver.
For further detelle of these and other courses sand S.A.E. to Peter Townsend, Principel, Losehill Hall, Peak National Park Study Centre, Casileton, Derbyshire S30 2WB, quoting Ref. AE6.

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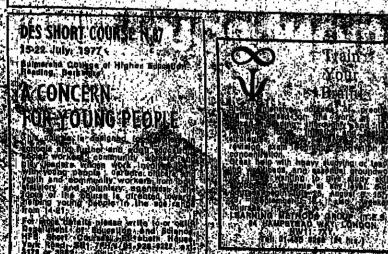
one, Oroup, Family/Marital). Applications for the revening pieces in 1977/7 must be made to the Marine Period Foundation. Central Hell Training Secretary. Weetminster Period Foundation. Central Hell Training Secretary. Westminster Period Council Hell The Seal Course central to a three-year (minimum) programme with a corecilistion in Counselling (mo years, partime). Perfolme Courses are also evalleble, day and evaning. SUMMER. FULL-TIME FORTNIGHT JULY 4-10 IS Infolusive).

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Thirteen-year-old Caroline Plerce (left) and Katharine thurshige (15), of Midhurst Grammar School, West Sussex, hold the trophy they won in the Aer Lingus first schoolgirls golf international.

French and W Germans out of cycle race

by Les Woodland

Lastoinute changes have hit the English Schools Cycling Aspolation and the Lastoinute changes have hit the English Schools Cycling Aspolation and the English Schools Cycling Aspolation in trying to get blonker in the public benk holdery in the English School Schoo

United Stetes Universities.

Debbie Ruid (Tudor Grango Sohooi, Solihuli) is to read French at the University of Southern Callfornia, and David Parker (Bebloke Southern Callfornia)

foruia, and David Parker (Bebloke School, Coventry) is going to the University of Southern Hilnols to do physical education.

Miss Radd, aged 17, is both schools ond school breaststroke chempion, and Dovid Perker, who won a medal at the world chempionships two years ego, holds the 1,500 metres freestyle title.

Scotland's school brackers ave had eleen ereason against the and eleen ereason against the and enemy. England losing all live matches, three at under 15 level and two ar under 18. England memager Don Ravie most be hooling that his professionals will continue the sequence at Weinbley tomorrow.

The lifth schools victory was in the inder 15 Jubilee match at Meadowbank. England's 80 margia impreving on the 10 Victory Smield, result and the 2d win in a friendly at Weinbley.

The Scots were perheps the more skirul rechnically at Meadowbank bur made little head way against tha more methodical and better organized English. Goalsoorsts were the senson is fift yet over. The senson is fift yet over.

|Gymnasts vi for 'working'

Ten hoys and ten gleis 11.

15, will be after the two:
Afteror scholarships awarded,
most successful pair—who, y
panied by British coache. Tony Edwards and Viv Furlong nanied by ternsh coache, 1001, 2 and the spend a month at the select suggest that the nastics centre at Vladimir, suggest that the 100km north west of Mosor traditional method of observing With all expenses pald but train with young Soylet self-eachers and classrooms

who despite the intervendor used by researchers should likes of Nadia Comoned a used by researchers should Japanese men, org sill a procession as the cream.

It is expected that this In 1963 on article odvocating the scien-Palace girls competition In 1963 on article odvocating the scien-hotween Deniso lones in iffic observation of classroome esked: Grammar School, Julia is Are we on the verge of o major breok-(Southway School, Plymon through in the science of teacher Jane Udwards (Penket through in the science of teacher Sankey Comprehensive Science helpeviour?" Fourteen years leter, it ington). would not seem unfair to answer that

An even claser boys's question with a resounding "no". Why expected with past form is heve "scientific" methods proved so that ony one of four by honkrupt in helping our understanding (Wildern Comprehensive) of classroom relationships? What alternances Batley, Hants, is tive approaches to unvavelling their comSweeney (The Dudley School Middlonds), Alan Hay (Later School, Harlow, Elsex) and we will difficult decisions Middlosbrough).

Sundan's lest will be award. The Middles and what to igoore.

Sunday's lest will be over it Por D. Medley ond H. Mitzel, the



Atlic researchers rarely erticulate their acoretical position in any detail, but their perspective can be broadly described as positivist end behaviorist. Thay and to work from a simple model of the perspective can be broadly described as positivist end behaviorist. Thay and to work from a simple model of the perspective that kind of teecher talk to what kind of teecher talk tends to what kind of pupil talk?

What is recorded is that for example, what is recorded is that for example, the main category aystems seem to be "relieble" in thet suitably trained observers usually agree shout the "acts" or "events" they suitably trained observers usually agree shout the "acts" or "events" they record. But this agreement stems from the

fact that they are indeed trained—thet they perceive and interpret what occure within the frame of reference provided by the categories.

Complecent references to that accuracy of the record relets to this

view from the outside, end not to how THEE 100 PAGE BOOK things may have appeared to the participrice 100 PAGE BOOK popts, or to observers operating with different packed of terant questions in mind. Whichever available category-systams they use observers can fill them with epparently precise and quantifiable deta, because oper the furion hoof they are constructing their own reality.

Oper the furion hoof they are constructing their own reality.

Myst systematic observation depends.

Recording Service to our something like "traditional" clase forespectus only.

Caching taking place. For example, Ned investing all Consequence of the oder's describes those using his tentumber of the oder's describes the oder's descri

matic researchers rarely erticulate their



categories as eering "like on outomatic device, olbelt o bighly discriminating one", and as coding tha telk without hesitetion " of the instant an event is recog-nized". Flanders is not essuming that the words used will always be unambiguous in form, but that observere will know whet participants mean in thet satting bacausa they know what "traditional clessrooms are lika.

This assumption provides e smell area of common ground with recent sociowill depend on who they ere, when and where they are eposing, and on their relationality to the listener. Classrooms ore seen as providing excellent opportuni ties for hasic research of this kind, because e reletively overt and stabla set

Thus the stetament-" Will you get your books out please "—is unlikely to be understood by pupils on a "real" question, precisely because it is spoken by a teacher in a classroom. If he is to record what is "real" " what is "really " heppening, the observer and whot is mennt may encapsulate signust be sensitive to how the participants and whot is mennt may encapsulate signust be sensitive to how the participants. in a situation recognize what is being relatiouship. "done" with the words they exchange.
J. Sincleir and M. Coultbard hove

used their general knowledge of what clearnouns are "like" to identify the pedagogic function" of what is saidto show the occurrence of "ects." like is context-specific in woys that are not

"directives", "elicitations", "cues" and "replies", and then to show how these are tied together into larger communicative units. None of this con be done by coding the talk as it occurs, however well trained the observer may be.

Instead, the talk must, be recorded, trenscribed and scrutinized in detail, Whet obsarvers hope to gain from their lebours is some insight into what the participunts " must have known " to talk os they did, into how they recognized a linguistic approaches to classroom inter-ection. Sociollinguists study language as it is organized in particular sattings. They emphasize that what a speaker "means" saw formal classrooms as besically the same "situation", Sincial and Coulthard assumed that they had this knowledge too. They therefore felt frae to analyse Interection from a number of clasarooms, without offering much contextual informetion about them.

Unfortunately, things ere not that of rules mokes it possible to identify the elmple. Language cannot be used as communicative function of most utter- "herd" date—as hoving fixed meanings that can be recognized, provided the general context is known. Much that is understood by participants now depends on past meanings—oo the "residuas" of their past interaction. What is said may be only a small part of whot is " meont",

Privato jokes between teecher and pupils are obvious examples; so are ephorently "open" questions, the questiooa. anewers to which are conteined in the content of previous lessons. Languoga

Tha mora sensitive researchers are to thie, the more likely they are to nbandon "eclentific" notions of sampling mony classrooms, for a prolonged immersion in tha interaction of one teacher with one

who might therefore mies important dif

ferences between classrooms that soem

the anme on the surface.

class. The normal scientific package of hypotheses tested by the collection of "objective" dota is also likely to be abandoned. Such ethnographically-oriented research replaces the systematic observer'a insistance on "knowing what to look for " with something of o " catch-what-you-can". This depends on keeping an "open" mind obout what is happen-lug until the avidence is gathered in, ond on making a sufficiently detolled record of events to be abla to reconstruct tha situation afterwards. Such an "open" approach has the

obvious eppeal of an attempt to "tell it like it is". Unfortunately, it does not solve all the problems, Researchers can, not simply be cameras. However strong their commitment to an open mind, they will begin their observation with pre-conceptions and foreshodowed problams, which will lead them to pay ettention to which will lead them to pay attention to certain incidents, and to ignore others. If they present their observations as "pure" description, they are probably unoware of their selectivity. If on the other hand they follow a theory too closely, they risk merely selecting those observations that support it.

The challenge is to find e guiding perspective which provides some general question, but not a set of preconceived deas that dictote what is to be recorded Researchers must also meke explicit whetaver guidelines underlia their particular selection of avents. If they fall to do this, their eccount will seem more opao " thao it is, the observations being impregnated with lotarpretation that they can support no other view of events then the one offered. Indeed, whetever approach they take, the question is not whether they are being "objective", but whether they make their perspective available for inspection and criticism.

Systemetic observation is often used to provida rapid feedback to teachers about their verbal behaviour. Ned Flandera especially has tried hard to damyetify this approach to classroom reaearch (a critic might ergue that there is little to be myeterious about), eod to emphasizahow tenchera moy use its results to "control" thair own claserooms mora effectively. But the information provided la too mechaoletic to contribute much to an understanding of interection in particular claseroome.

The other approachas offer no clear-cut prescriptions. They take more tima, because they require datellad end "historical" knowledge of the circumstances in which events take place, Much of this knowledge teachers will already hove, and their collaboration in the research is indispensable. Might they not do the re-

Two recent accounts of classroom intarection bave shown the insights that coo ection bave shown the insights that coo be made by teachers willing to record and reflect on some part of their own work (Douglas Barnes, From Communication to Curiculum, and Michael Shubbs, Language, Schools and Classrooms). It is the participente: who know nost about their situation, and about the "meanings and problems it cootains." Researchars mey provide some guidelinea, and suggest some questions to ank. But as the ecciplinguist Dell Hymes has said: "If indentification of meanings and problems is to walt upon obtained observers, it will never occur for most classroome."

Tony Bidwards is a senior lecturer and Viv Furlong a research associate in the educa-tion department, University of Man-cherter. This article is based on a longer pleas which appeared in the February issue of Educational Research.

THE RESERVE AND THE PERSON NAMED IN





If it doesn't happen in Liverpool.

In 1974, the Parliamentary Select Committee on Race Relations and Immigration criticized Liverpool's education system, for leaving immigrants and their descendants at a disadvantage in school and out, for allowing their problems to go unrecognized in an atmosphere of self-satisfaction. The committee's report came as a shock to a city which had harboured minority groups for several generations. Adam Hopkins has just visited Liverpool, to find out how those responsible have been reacting to the criticisms. Photographs by Brian Harris

Nawob Khan sits in his office in an old school building, looking out on a wasteland lightly etrewn with litter. Beyond, the handsome, dilapidated Geor-

nobody who wents to see them later leaves packeges in empty cars. This is Inmost Liverpool—poor, vondalized, torn up by radevelopers, and home of the biggest concentration of black people on Mersauside.

Ingly.

Ite members along with Tom Clarke, included heads of several of the inner children with the biggest ethnic minority groups, o block South African lecturer, a Sikh, Nawab Khan and Liverpools than senior community relations

here, has city-wide interests. As teacharadviser for multi-racial education, he is in the busioess of changing attitudes. posals, mostly concerning the desirability When I began this job in January, 1976, of more resources—at pre-school and nur-we hed no blueprint, no guidelines", he we had no blueprint, no guldelines", he says. "But we have two major alms, which make our work relevant to oll the clty's schools. These are respect for one aelf—self-lmege, that is to say—and the clty's change of heart onli its ebility to attroct funds for special prorespect for other people."

The two nims cannot be scparated. Too often, deep down Inside, bleck children hold themselves in low esteem. They sitting, it had already emborked on a

Nawab Khan's first task, therefore, is to persuade seachers of the need for corrective ection, even in schools where all the pupils may be white. Then he must show them how to make a start by permenting. the school curriculum with multi-cultural assumptions backed by multi-cultural

Information.

"When I was et school in my owo country"—he is a Pathan From Pakisan—which was information from the part of the pathan from Pakisan—which was information from Pakisan—which was an information from Pakisan—which was information from Pakisan—which was all the pakisan out in a self-or was information from Pakisan—which "When I was et school in my owo

The fact that Nawnb Khan is paid to preach this doctrine is certainly on indication that Liverpool is trying to change its ways. But to tell the story of how these attitudes won official backing meens going back at least two years in time and the introduction of another

As a young man Toin Clarke served in the Indian Army. His commanders were Indian and so were his communious. As well as a daughter of their nwn, aged nine, the Clarkes have two young adopted children, both of them Indian. Latterly Tom Clarke has worked as a sacondary head, in Stoke ond Mancheston and the sacondary head, in Stoke on the sacondary head. ter, and as an adviser in multi-racial Lelcestershire. He come to Liverpool as chief Inspectni just in time to give evidence to the select committee on the need for the city to take a more positive line.

"A lot of people in Liverpool thought wa hod no problem", he ssys. "I think the smugness the committee complained of sprang from ignorance. When we first came here with the children we noticed prejudice even smong people who dld not notice it in themselves. It is very common for people to have hidden prejudices they just don't recognize until they are up against a situation.

Soon sfter the shock of the select committee report, Liverpool set up a working party under Tom Clorke to look et "tha educational oeeds of and provision for the children and Liverpool-born descendants of immigrants".

Kenneth Antcliffe, Liverpool's new gian terraces begin, then feetureless council estotes and tightly packed slum Brighton in 1975—says that the fate of the inquiry was "very uncertain", given Heavy with soot, the occasional Byzan-tine Gothic church strives skywnrd. There are two cathedrals and a university, and nobody who wents to see them later leaves packages in empty cars. This is

But Nawab Khan, though his office is pool's then senior community relations officer, Dorotby Kuyo, a Liverpool-born

But while the working party was still must be given beck their dignity in their own eyes; and this is milkely to happen unless they are olso treated with dignity by others.

Sitting, it not aircady emported on a notentially more important venture. This was to provide a snong multi-cultural element in the induction scheme for trainee tenchers which Liverpool was plloting (slong with Sundayland) for the rainee tenchers which Liverpool was plloting (along with Sunderlend) for the

From now on, nobody who began o teacoling ceraar in Liverpool could do so in ignorance of the problems. An additional pay-off was that this scheme could contribute its findings to the School Council-National Foundation for Educational



sive concern, self-hate and oggression by a child towards its own racial grung. This may be followed by withdrawnl or clowning and finolly by reliance on the solidarity of the in-group with aggression and violence directed at those untside. Meanwhlle the original attitude to black pupils is confirmed dally in the teacher's

mind. And so the dismul cycle starts To the working party it seemed vitul to put these facts to the teachers-the more so since they were unlikely to absorb them of their lown vollilon.

"Demond is unlikely to urise spontau-eously", said one of the pupers, "us there hes been relotively little national publicity about multi-racial coincation, some of which has even free counter-productive, and teachers, especially those n non-multiracial schools, do not perceive it to be relevant to the situation in which they find themselves".

In which they find themselvus."

Stotistics gethered for the working party showed that 40 per cent of Liver pool's probationer teochers had no previous training in multi-rucivi education; it had been mentioned only bringly in the case of another 35 per cent. Only 2 per cent had attended courses where it had "full coverage"

A useful booklet based on the more in poor mentioned in the coverage in the case of another 35 per cent. Only 2 per cent had attended courses where it is a second coverage.

A useful booklet based on the cause given to probationers in 1975 shows the moin lines of approach: information about Liverpool's minority gramps, anolyses of the disadvantages they suffer in employment and hausing and through under-ochlovoment at scinni, and then the central matter of the gauges. the central matter of the cause-sugges lons about what tunchors can actually do to "permente the curriculum".

These include the use of pictures re-flecting a multi-raciol society in infant end junior school, the inclusion of material on minority groups in rending and discussion in junior schools, and, for

tacit resistance is not the only.
Even some people working some with children from minority believe it is positively nuhelpful to nu matters of rare.

Nirk Lamas, of Greek extraction harn in the French Camerana, guldance unit in the inner city. To take up to 12 children at any one pruviding a calm atmosphere for a caple with have been a disturbing the color in their agency benefit. ence in their own schools.

The children themselves make decision uver attending the unit of the curry on with school work. Vehement and with the eyes, Lainas sooms the personality in his little man family ".

"In a unit", he says, "race, cult religion are all meally insignificat significant thing is that the young noed an extru bit of attention, Nab ever been referred in me, because hang-up over race nr colnur. In the years I've heen here colour has not itself as an Issue nuce, not once I never even been n topic of conyenthere—has it?" he usks, swivelling direction of Jacko, a fifteen-years

working oway quietly in a nearby in "No", says Jacko. The principle in a first in Africa, so why should be know obmit it?" "Roglish class. Then her husband saw a television edvertisement for lessons from

Invited to choose titles from the land Tolking Point Series, the diff log that this was o free service provided have selected books on school by volunteers, the Khournys rang the and violence in preference to the appropriate number. They were rewerded and violence in preference to the appropriate number. They were rewerded on race. Nick Lulinus says: "Per appropriate number. They were rewerded mystlines and trouble where the With Moira Worthington, nume."

"Now Sihan", said Moira Worthington,

I'm ile doctor and you are coming to Another view is that the som see me". problems of race ond colour sret, "For me or for the children?"
hy memployment among the year. "For me or for the children?"
Puddington Comprehensive School (Then, hriskly, in doctor's voice) "Good leaguered in an area of redevelor morning."

Kenneth Vaux, hend and member morning."

Good morning. I'm not very well. I've

leaguered in en ureu uf redevelor (Then, briskly, in doctor's voice) "Good Kenneth Vaux, head and member morning."

Wenneth Vaux, head and member morning. I'm not very well. I've the energence of a now industrial so a sore throat and ony chest hurts. The torn among the western nations.

Black youngsters mey think the first time Moira Wortbington has troubles and due exclusively in the first time Moira Wortbington has black, but there are plight ver word of English. Now, working from pictures in the same plight ver word of English. Now, working from pictures that's game. When I was versation, she is swiftly picking up a basic, thoro were 100,000 people driving timesional fluency. Her coofidence has and certs. There is an parallel lost increased so much that she has enrolled Any firm round here that is labour at evening class as well.

Slvo goos hankrant. Any firm that has for Moirs Worthington, the experiment men and £5m worth of made ence seems extraordioarily rewardiog, doos finu."

Mennwhile, he says, dapressed with the says. Her daughter too is an find men, by poverty, by distributions when Sihan says something I'm not may poor prospects, by the intelligence are at present 61 tutors with 78 misleudingly as a meel ticket, too settive students. All do a six week course, hinck children are uniforachiaving one evening a week, before they atert to ho honest, we are uniforachiaving they are briefed on the social as well as thum."

As an exercise for the working English speakers.

As an exercise for the working English speakers.

—conducted by Dorothy Kuya States, Shan Khourny is lo feet an untypical CRC—ull the mast ginging oxant student, chosen for an imprompty visit projudice and paternalism, four transe she is one of the few on the ticularly in history and geograph the most are geople who have uplance been wooded out of the second lived almost entirely inside their rary. Some Information on minimum minority community.

topics is available in an orban . You see ", says Susan Lockie, one of option.

But more important than office and orban to community is a state of instance, people can be confirmated.

But more important than ellight that the service instance, people can be be been inside and not want to move out. Sters by far more intensive part in anything beyond day-to-doy cosiness more guidance, more affectively people can't get out beyond it, can't make young people have a crist black people more so. We give them the attention we are only beginning manier of intensive procentration on helping people solve blittes? Even so allosely related to adult literacy work. In remains the key factor and full proportanties in a new centre, offering and cripple and full proportanties in speaking, reading and inability to the English is obvious within the services. Another longuage vanture is the offer a recently a factor of full-time courses for people who speak this yellow the land of the courses for people who speak this yellow the land of the courses for people who speak this yellow the proportation of the courses for people who speak this yellow the land of the courses for people who speak this yellow the land of the courses for people who speak this yellow the land of the courses for people who speak this yellow the land of the courses for people who speak this yellow the land of the course for people who speak this yellow the land of the course for people who speak this yellow the land of the l

cripp busic Khourny, with or not cripp busic Khourny, with or not cripp busic Khourny, with the first courses for people who speak to camelate the first courses for people who speak to camelate the first courses for people who speak to camelate the first course the first course of the course of

the ecademic needs of Liverpool's non-

rogress because of difficulties in English. These were brought together in a single group, concentrating henceforward almost entirely on English.

But even this, according to Susonnah Lash, course tutor and lecturer in the Central Liverpool College of Further Education, is by no means all sweetness and light. "There is a lot of difference in how they learn, depending on whether they are living in their own languaga community or not. Even more difficult for the teacher to overcome in a single group is the tremendous gan between those literate and illiterate in their own languages."

Another common topic of conversorion how beat to reach potential students for this or eny other education service. The recantly published "inner area study" of Liverpool speeks of "a sense of allenation between inner city residents and those in authority". Susannah Lasb goes aloog with this: "I have contact with the social services. I am terrified of it becoming official. As acon as some-one says 'This is a channel of commuciand stamps it, it will collapse

Nell Tempest, the city's further educo-tion adviser end a key figure in langu-age tutoring, agrees. "We seem to set tacts and networks ".

The Crowo Street Laoguage Centre-where Nawab Khan has his nffice, and

where Nawao kilan has his hitte, and where the Community Language Project is temporarily based—exists mainly to teach English to junior and secondary children referred by their own acbools. Juniors come for the morning only, but some secondary groups, made up of newly arrived immigrants, attend in place of school. Most of them are Chinese, but thera is a sprinkling from India ond Pekistan, the Middle East, Africa, Cyprus and Latin America. "Quite possibly they will have errived

just two or three days before we get them", says David Ladlow, head of the centre. Io the two groups which I attended there was plenty of good bumour, but I wondered how much progress was being made. The word "palaeootologist" was on the blackboard of one group whose members were at a feirly elementary stage. In author room the elementary staga. In another room the teacher was struggling to explain "paocreas" and "hydrochloric acid" to studeots whose speech agamed very limited and was certainly difficult to understand. The demands of society seemed to great the language baryler particular. so great, the language barrier, particu-larly for the Chinese, so high.

The impression of difficulty was con-firmed by a visit to an lofact classroom, tion adviser end a key figure in languing in a school where more than 75 per cent of the children were immigrants or desup cumbersome structures when what was cendants of immigrants, most of them really need are many more informal continuous black or of mixed race. Here the children tacts and networks".

But when it comes to language teaching for school-age children, the question of clients is somewhat easier.

who spoke no English were being taken out one by one by a visiting specialist from the language centre. She second coofident ahe was reaching those in

thing he or she has dealt with all his life, and there just aren't the words. Than's nothing to do with immigrants, is "These are lovely kkis, full of life, If only they could express it. I'm suro that in their teens they resort to violence just because they can't get it out and "Listen", says Sandra Antigha
"the problems of Liverpool ure so big
we are just scratching the rops of sores". She is to charge of an adult education centre set up to give advice

to potential students, and to supply needs where they are revealed. One of the centre's achievements has been in establish a special course for demoraized block students. Shirley Talbot, o black South African and former working party member, is there in the centre this morning. So is Nell Tempeat, the further education adviser. The conversation ranges over the whole field of race relations in Liver-

eatest need. But in the classroom the

was dealing with a stream of five and sixyear-olds who seemed to have great trouble putting their thoughts lata words. "The extra help allows them to deve-

lop some functional communication ", she says. "But It just isn't the language of

educetion, is it? I don't mean just the

foreign speakers, I mean West indian ond Liverpool children ns well. Until you have been involved in it, you can't realise how little longuage there is. Not

English necessarily, just longuage. You can ask a child the simplest thing, some-

apable end experienced

pool—employment, self-respect and mutual respect, the part that education can play. One of the great gaps, everybody ogrees, is the shortage of block eod Asian teachers. Sondra Antigha thinks these will not appear unless the way is made easy for them. Too Clarke, chief inspector, has sold he will oevertolerate a dual standord. Entrance

qualifications must be the same for all.

What does Sandra Antigha think
of lower qualifications for non-white teachers? Well, she replies, if nothing is done by way of positive discrimination, will not reach the service till too

late. Another controversial point is the collection of statistics on minority ethnic groups in schools, discootinued from 1973. Bradford and Birminghom have atarted up again, using a rough "face colour count". One of the working perty's published papers—written from an immlgrant point of view—argues atrongly that the same should be done to Liverpool so es to determine the scale of the problem end the provision needed to meet it. But Liverpool teachers are execuously opposed and so, officially, is the working party.

Nevertheless, the working party has ecommended en application for Home Office funds under Section 11 of the It appears, can only be granted in case of proveo need. That would mean the collection of statistics—and elementary reading between the lines suggests that this is what the working party really wents. Would Sandra Antigha be for

this?
"No", she replies, "It's like enything else. Once you have kept the statistics, even with the best loteotions, people can be also be the statistics. go round behind you end use them in all

kinds of waye ". In Liverpool, much emphasis now lies the provision of extra education the young unemployed Ian't this simply postponing the evil bour end likely to lead in the end to even greater misery?
"No", says Shirley Talbot. "Learning new akille will improve their chances, and

new akille will improve their chances, and even if there is nothing concrete we can offer they will never be quite the same people again. They'll be able to articulate their own needs instead of wating for other people to do it for them!"

Are relations between the races becoming more polarized? "I tell you" says Saodra Antigha, "we are nose diving for a New York situation".

Hope and despair live side by side in Liverpool. But all three people in this room are trying to do something to help, whatever their personal feelings. They have moved out on to that dengerous middle ground between the buroacracy and the deprived. So have many others, Ferhaps this is the most joportant change. Perhaps this is the most jorportant change n education in Liverpool.





Kenneth Minogue discusses the dangers of confusing legal with moral standards

Toking rights scriously. By Ronald Dworkin. Duckworth £9.80. 7156 0715 4.

The idea of rights is more than a peculierly modern invention; it is one of the defining characteristics of the modern world. It audient and medicevel times, men thought more naturally in terms of duty and obligation, and they derived these things from an elaborate theory of the nature of the creation. From the seventeanth century downrds, this natural lew theory began to shed its metaphysical grandeur and to be reformulated to terms of netural righte. Locka was the most influential exponent of the new mode, and his ideas were virtually repected (though in a new key) in Tom Paine's Rights of Mon. The lete eighteenth cootury was the high point of the doctrine of rights, and American independence and the Freuch Revolution were carried out in its name.

independence and the freuch Revolution were carried out in its name.

There ie no mystery nbout the attractiveness of the idea. Hunnae beings are soft, squashy creetures, elways vulnerable to being violently and nastily dealt with by that be passions of their governments or their peers. To equip them with rights looks as if one cen fit them out with a hard protective shall to clothe their vulnorability. Rights ere, io foct, a plece of fleshy modern technology, and from the time of Locke enwarde, lugenious projectors hevs been seerching for e mode of rights that will menege to echieve the dosired protection. It was once thought (and is currently boing canvassed in Britain) that en entrenched constitution guranteeing some set of human rights might do tha trick. But everybody knowe that some of the most high-sounding constitutional guarantees of rights. Insteed of shell, rights have often been o figles for be

tutional guarantees of rights. Instead of e shell, rights have often been o fig-leef to bo blown eway by the firet wind of crists.

Professor Dworkin wents us to "teke rights seriously", and in the title eesay of his new coff from the hot world of moral and political considerations.

Professor Dworkin is a kind of demyshifter of the daw, keen to expose everything that would accord legal processes some degree of abstract importality, which would mark them off from the hot world of moral and political

book, he argues that "If the Government does not take rights scriously, thon it does not take lights scriously, thon it does not light with the position of American Blucks, and porticularly of the Chienge trial of the light with the position of American Blucks, and porticularly of the Chienge trial of the light with the position of American Blucks, and porticularly of the Chienge trial of the light with the position of the light with the light and the position of the light with the light and cases make bad ultiling only.

This legal system in which the middy the surface of tids argument.

This legal system, the middy the substance in t muddy the surface of his argument.

But if we try to graep that orgument, we run data great difficulties. The way do allscusses the problems of legal reasoning suggests that hard cases make bad philusophy. He distinguishes rules (which "are opplieable in en eli-or-nothing fashion") from principles, which require to be interpreted and weighed as they exter into legal reasoning. Rules are, as it were, pure law; but even rules cannot be applied (we soon learn) except on the basis of non-legal principles which tell us how to select and use them. Now if the distinction is drawn in this ruly, then "rules" would seem to be o until class, since there is no general statement which can be unambiguously opplied. The point of this epparatus of distinctions (which is elaborated with great subflety) is to establish that "no ultimate distinction can be made between legal and morel standards, as positivien insists".

insists".

That man for all seasons, Sir Thomas Marconce opinad that if the law should fall there would arise such a wind in the kingdom as would blow us all eway. The point of Professor Dworkin's argument oppears to be to echieve exactly such a destruction of the law. It is a curious achievement for a professional exponent of jurisprudence.

Coocentrating upon the activity of judges in coming to a decision on the cases before them, he dissolves the legal propositions they employ into the betorogeneous mass of ruis, principles and standards which constitute the community's moral resources. This tactic is seen as the moral resources. This tactic is seen of the moral resources of the community. In exchange, Professor Dworkin offors us o moral argument in favour of rights, it is a bargain we should be wary of, since, as we inve earlier suggested, rights are no strunger

The prize is

continued and system is the second of the continued and system is the co

The prize is our future

Robert Skidelsky argues that Paul Johnson's new analysis of our current malaise needs more solid historical foundation

Yer however much Merx 12.

ond valued lineagues he Elsanor Morx: Volume 2 Tha made it on objects syste Crowded Years 1884-1898. By study; his limited by the set Yyonne Kapp. Ideas trave to be careful as the Layrence and Wishart, £12.00. setbodye one minor writing, 85315 370 1.

this struggle, Johnson enjoins us toenth and eighteonth centuries, or to take our firm stand with him the "enlightened despotism" of the in the groat river civilizations eighteenth-century continental monarcials and a crudo summary of Johnson follows Adam Smith in his require a complex social and require a complox social ond pulitical organization. The growth of the Roman buroaucracy reflected growing oconomic ond security problems in the third contrary Ao, which, of course, it aggravated. As George Orwell moted an effoct can become a ceuse, reinforcing the original cause and producing the same effect in intensitled form, and so on intensitled form,

causes to produce e perticular result that le absent from Johnson's historical visioo.

This is a corious defect when ho comes to enalyse the denacrs besetting our owe societies, in Johnson's view, the doctrines of unreason, which he often attecks cogently end well, enring purely from the minds of individual phitosophers, though usually those with distressing Garmanic connexions. They can be evercome by contrary affirmations. Occasion olly, of course, Johnson does note, in passing, they the appearance and growing ecceptence of these dootrines at this particular time is baself something which needs to be explained. Thus he agrees that the growth of the philocophy of violenca is caused by lack of space, as well as the teachings of Fenon; there is a brief homega to Stepheo Spender'e view that ertistic dislocation might reflect "the physical dislocation of the twentieth century caused by wars, the mingling of cultures, sociel end scientific changa and the increased mobility of men". Also when John-

eon talks of the "restless dynamism of Western culture", with its con-arant urge to transcend its past, he comes close to recognizing its solf

However, this part of the book could have been greatly arrengthened by sociological insights. No ona who ceeks to understand why our system of values ond beliefe is subject to revolutionary transformation oan do without Merx, Tocqueville, Weber, and Schumneter. Johnson never confronts Marx's picture of a self-destructive Marx's picture of a self-destructive bourgeolsie; the levelling end cantrolising trends discerned, though for different reasons, by Tocqueville and Weber; Schumpeter's cleim that capitalism gives rise to e subversive intelligentsie; or, for that matter, Polany's view that the merkut system which Joinson, the oretwhile socielist, so vigorously defends, forces socioty to take protective measures against it to evold heing reduced to a heap of ruins. In short, Joinson's melysie of our intellectual crisie inche any dynamic theory of change.

It would be wrong to end on a negative note. There are many good idees. I was struck by Johnson's view of contemporary doctrinee of violence se providing intellectual canonfilaga for a reversion to borbarism. I, too, bolieve that the assertion of basic veiues is necessory for their survival. Commitment to the second distance of their survival.

for their survival. Commitment to freedom can direct attention and energy to those solutions to criels which do leost damage to it. As a defender of freedom I welcome this book. As an historian I wish the defence rested on solider historical foundations than it does.

Return to the fountainhead



thronologically to trace the literery dimension of Mark's life and work Marx may heve soon given up his early attempts to be a poet, but his love of postry—and of all forms of imagioative literature—was intensa and lifelong. Evan in an age what the traditional humeoistic cultura of Europa was still a living resilty for educated readers. Marx'a possession of that cultura was formidably

The second of th

thorough. He knew, first and above all, the Grack and Latin classics.

Then, his mind was soaked in German poetry, which he constantly alludes to in his writings. Professor Prewer describes him, was a Entropean polyment and humanist. He was in love with the literature of the past, and readers, in fact, will more than bruce feel that the Communist Manifesto is itself a pallimpaset; that beneath the utterances of Marx and manify and the sherp thruse of he foruse, the utterances of Marx and manify are descreted to the foruse, the description of the past in his argument, as Professor Prewer described the foruse, the past is stated a pallimpaset; that beneath the utterances of Marx and manify are described backward for images and examples in his argument, and the shear three constants of the professor property whom Marx case and repeat in cast of professor Prewer notes, whom Marx case and repeat in this argument, as the and of the Professor Prewer notes, whom Marx case and repeat in cast of possibility. But Marx of the professor property whom Marx case and repeat incast of the professor promising elactement of the depandent of lightly which cases great and economic conditions, Marx hundreds of leaser figures, in introduces a quotation from the

Inferno. "How characteristic of five sections of the section of th

The state of the s

nor. It also labours under that obvious handicop of Marx's letters, rough notes, and eo on had begun.

There is et least the suspicious that dead fadier and his undioished work, but obviously nothing could moke up for his physical absence, and her ieners to her eister Laura Lafargue coutinuolly lament his loss. Less obviously, it iobours under the handicap of Mrs Kapp's a virtues; with the towering genius y of Marx ebsent, the obvious way to tell the story of the last 15 yeare of Eleanor's life would be to emphasize the vilialnies of Edward Aveling. During those years he was her constantly unfaithful common law husband who capped his infit delifias by marrying (secretly) is and named Eva Frye in June 1897.

Mrs. Kapp Trefuses to allow husband who capped his infit delifias by marrying (secretly) is and Robert Bannar for accusing aveling of poisoning Eleanor or conniving an her suicine—eithough there were a goon many peculiar circumstonces intending the euicide, mint for who was where and there were a goon many peculiar circumstonces intending the euicide, mint of who was where and there were a goon many peculiar circumstonces intending the euicide, mint of who was where and there were a goon many peculiar circumstonces intending the euicide, mint of who was where and there were a goon many peculiar circumstonces intending the euicide, mint of who was where and there were a goon many peculiar circumstonces intending the euicide, mint of who was where and there were a goon many peculiar circumstonces intending the euicide to mind (who is not better off for knowlng that even as late es 1953 thare was resistance to naming a school in St Jobn'e Wood

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22 Books/Humanities

Prince of political turncoats Robin Ravensbourne on Ramsay MacDonald

Janathan Cane £12.50, 224 01295 9.

John Buchan wrote "The Runagates Club", but no one, as far as I know, has yet written "The Renegades Club"—the Definitive Diractory to Political Apostasy. Ranssy Mac would undoubsedly merit a substantial entry therein; for it is as the Prince of Political Turncosts that he has been regarded, at least by the Party Fuiliful, ever since 1931 and his sudden "desertion" of the movement that he had done of the movement that he had done so much to bring to hirth and foster

For those who wish to purge their minds of such inbuilt prejudice and to find out for themselves the truth no find out i'nr themselves the truth about his notorious "treachery", Mr Marquand's unussive study (the nully one fortified—and indeed corleted at every point—by access to the monumental MacDonald archive) will be not simply desired but essential reading. The finol 200 of Mr Marquand's 800 pages anatomise the 1931 Crisis and MacDonald's subsequent, if lorgely nomical leadership of the soi-tisant National Government until 1935 in the most potient, exhaustive, the most potient, exhaustive, balanced and fair-minded detail.

Sume may, on the evidence of what Mr Marquand now freshly and coplously raveale, consider that the memory of Labour's first Prima Minister has suffered e monatrous salur and acquit him entirely. Others may find the case against him (in the terminology of his own native Scotland) "oot proven"—or at least convict him only on the inhorn charge of a reckless disregard of how his actions would appear. Per even of those who still, after studying this book, find him guilty on the major charge, will, I fancy, deny that there were extenuoting chromateness—not the least the King's well-algh irresistible importunity to cootinus in office, as the one states man who, as George V at least sow it, "could hold the country to-gether" in an hour of quite unprecedented economic peril.

der through a maze of ellipsis, der through a maze of fabour's coming to prove ut pinyeyor of the perfectly plati-indinous in, conversely, the past-master of the atterly meaningless. Mr Marquind's hook will, I suspect, when widely absorbed, correct and inperade the MacDonald image as decisively as John Wilson's study of Campbell-Bannerman restored the

For it is, on the foce of it, Inconceivable that a man who did not at one time possess qualities infinitely superior to those of the fuzzy-ninded dotard that film so cruelly displays to us should have riscn from idigent bastardy; through the thickets of snares and obstacles ltennized in the corly chaptars of this book, to a position where he could, in January, 1924, weld the ranishackle assortment of 191 members returned in the December, 1923, and the state of the same of election under "Labour" banuere of a host of clashing huee ioto a state of sufficient cohesivenass to form Britain'e first socialist administration.

rsted Pramier.

The Lobour Party has always been a loose, broud-based coelition, embracing on extraordinarily wide spectrum of political dogma and sociol background, but its early heterogenolty and hance potential fisallity as limoed here by Mr Merquand in almost too acrupulous detoil (the faude intrigues, inflight-lings and backbillings escul quite endless) make the modern party seem a model of charitable unity. So that, compelling es the "1931 and After" chapters ero, it is the

As Mr Marquoud points ont, Fate has been pecullarly unkind to Mac-bonald in that, while there is an abundance of newsreel fontage of credible leader of the country's first many distributions. As Mr Marquoud's is a symustic credible leader of the country's first many distributions of newsreel fontage of credible leader of the country's first many distributions of many of nonestal prescience or, abundance of newsreel fontage of the country's first many distributions of the country's first many distributions on the country's first many distributions of the country of the country's first many distributions of the country of the country's first many distributions of the country of the country's first many distributions of the country of the country's first many distributions of the country of the country's first many distributions of the country of the c

ideo of Labour's coming to purver at all must have snewed to thu mojority of the electurate in 1924. To many in the middle and upper classes it laukert like the end the world-or at least of their world. Ramsay MacDonald, in his life-lung alberence to parliament-ary gradualism, made Labour "remany of his erstwhile H.P commutes,



Rousey MacDonald Invadensting

Lobour wae, essentially, not a closs but a notional party, won him the enmity of many of his corlier friends and devotees. Such words os these from a Camman's speech of 1912—"We ora too fond of limedating there are two sides only Imagining there are two sides only to a dispute . . . there is the side of copital, there is the side of Labour, community; and the general community has no business to allow capital and inbour, fighting their battles themselves, to elbniv them out of consideration "—naks him enrier ones, trocing the slow evolu-tion of the mon who was to emerge soem, according to taste, a states-

portrait, but there is no masking the warrs. He concedes and dements Alachunald's prickline alonfuess; hypersensitely criticism and alonest paranol uggressive ripuste in it; his upproachability; his imperlect concealed disdain for many of healthcomes and condinues. The colleagues and condiguous. The colleagues and condiguous. The and other equally unhappy to were undiminally exacerbated the appallimity premature dead to be a compared to whom he was dere in a degree quite beyond the mat. Air Maripaud is probably right warn as against taking MacDoulf almost unrelieredly almost incollected. almost unrelievedly gloomy the feels, safety valves through the a mrmally resillent and sometic ebullient man discharged his me nent-up resentments and fooler

lings.

Ile is rightly consorious of & Donald's chronic slipperines & evusiveness both in speech may paper; and prints the "smap effusion" which he oddressed by Leicester electorate in 1914 i relich he initiates that his pass ote anti-war position preclude i uppearing on a local recruime scens to countenance if not

test inking that the Wooden Hear they were thus ushering throug the gotes of power would eventual dovour them

Occesional langueurs spirt the olimist too full ond consciention chroniclur of detail at times i. Morquond's book is as enjoyable it is outhoritative. His meny is Adulterer and puritan

Tom Corfe on Parnell and Pearse

Victor Gollancz £7.95. 575 02153 5.

Dr Lyons's Paruell will sit well on the shelf beside Gash's Pael and Blake's Disraali. It le built to tha same scale and pattern: 500 and niora pages of lucid, authoritative prosa, judicious, sober and axbausdve. With this mestarpleca from a major hietorion wa add anothar firmly drawn full-longth portrait to the gallery of British British? . Pernell was Irish, tha

British? Pernell was Irish, tha Irish problem personified. Yat most of hie trogi-comedy was played upon the broad stage created by tha Union, with farcical prologue in Combridge, high drema in Westminster and the Strand, romantic sub-plot in Eltham and tragic finale in Brighton. Whataver he contributed to the shaping of modern Ireland (end perhaps the myth contributed more than the man), Parnell certainly helped to ramould the pattern of Brinish politics. Nor was this entirely a matter of was this entirely a matter of chance; Dr Lyon; shows how coustructive, rather then eimply obstructive, was his ettilude to his duties as member of the imperial

Since the Union existed (though resanted by Irishmen end ignored by Britons), Pernell is part of our past. His outstanding qualities as a politiclen, clear enough to his contemporaries, are demonstrated time sad sgain in Dr. Lyons's narrative. Ha hed ell the instrocts end skills naeded for political success. He knew when to keep silent and when to seize opportunities. He

ment, his career was a succession of polltical triumplis.

meot, his career was a succession of political triumples.

But if Pornell is a familiar figura in our past, the same connot be said of Patrick Pentse. His patriot. Ism was narrower and more strident, and to him the Union was irrelevant. Embrocing Irish Ireland intemperately, he could not conceive of it as involved in ony greator whole. So, while Irish Ireland has lovingly embraced in its turn the myth-memory of Pesrse, the British historical memory by-passes him.

In Ireland, Pearse suffered not subtitle is apt; in his lost and nost colamitous failure Pearse gained that remove he acquired the surght and desiroyad from the grave the Union he daspleed.

But Pearse turned to force only when his strempts at education ing. He worked passionately to revive a near-desd language and a moribund national soul. A gifted, enthusiastic teacher, he founded a famous school; but what sort infinitely appears to the property of th

In Ireland, Pearse suffered not oblivion but adulation. He was taken at his own valuation, seen posthumously as ringleader rather than figurehead of the 1916 Rising, as the Irish Christ than his madness, ba set out to become. Awad echool-girls adored the martyr's relics in the Notional Mueaum, hagiographers scribbled, picture postcards hinted at a halo behiod the errogont profile. Worst of all, young niell set out to emulate Pearse's celflese ideelism, his contempt for prevaricating politiciaus end tha eluggardly, unlinagioanve maseee, his faith in salvation by blood eacrifice.

Charles Siewart Pornell. By F. S. L. lent madness unbalanced his judg- is sympathetic and frightening. Her Lyons.

daspised.

But Pearse turned to force only when his strengts at education feiled; mony of us know the feeling. He worked passionately to revive a near-desd languaga: and a moribund national soul. A gifted, entinesiastic teacher, he founded a famous school; but what sort of achoolmaster offers in his prospectus to inculcate in his pupils a desire to work zealoosly for their fatherland, and if necessory to dic for it? He pourad forth plays and poems, harping on the theme of self-seerifice for the country he imagined.

And then this man of words, the post-schoolmaster, astounded the world by demonstrating that he actually uneant what he soid. Any sene and sophisticated politican of Parnell's generation would have streamed at the notion of such

A sea of bores?

Books/Humanities

And who were the Middle Platonisis? A motley collection of Greak thinkers whose most representative members, Albinus and Apoteius, are dated to the central decades of the sacond century AD. "Middle"—not a title to inspire confidence—indicates the distinctive brand of speculative Platonism which took the stage for a time, after the period of the "Old" Academy of Plato and his immediate auccessors, but before the Academy of Plato and ms immediata auecessors, but before the establishment of the Neoplatonism of Plotinue, Porphyry and Proclus that was destined to itoninate the Western understanding of Plato until the rise of critical classical scholarship in the olneteenth century.

world by demonstrating that he actually meant what he said. Any same and sophlaticated politician of Parnell's generation would have sneared at the notion of such naivaty.

These two able books shore a minor fault, common in biography. They cometimes fall to mate that the world, as well as their subjects, moves on. Dr Lyons demas that there were any "lost years" for Parnell between 1882 sud' 1885, arguing this he spent them in strengthening his party basa; yet perhaps he makes too little ellowance for the changes in Westminstar and Ulstar during those years that blocked so mony possible opportunities. Miss Edwards takes little note of the Carsonien rampagings and Asquithlan tergiversations that helped transform Pearse'e outlook.

Both men helped to helped to be both men helped to help to coordingly a pleasure to the coordingly a pleasure to the content of the content of the content of the said of Greek thought (at any rate in the English spaaking world) the Middle Plotonists represent the beginning of the end. They mark the point at which philosophers exchanged originality end independent or symplanes for scholasticism, vorscious eud varied theoretical appetites for a limited religious diet. These naw philosophical impulsee led eventually to the baroque megnificance of the Neophntonic system. But their earlier manifestations—in handbooks like Albinus's, in Plutarch's essays, in the allegorical exeges of the Bible by Philosophera exchanged originality end independent or supplanted to the point at which philosophera exchanged or syneresism, dialectical supplantes for syneresism, dialectical supplantes for scholasticism, vorscious eud varied theoretical appetites for a limited religious diet. These naw philosophical impulsee led eventually to the baroque megnities for a limited religious diet. These naw philosophical impulsee led eventually to the baroque megnities for almost and independent or supplanted in the first provided theoretical appetites for a limited religious diet. These naw philosophical impulsee led Par. The prevaricating politiciaus and the eluggardly, untinagioarive makes, his faith in salvation by blood eacrifice.

Too mony brove young Irishmen atill suffer, tragically, from Pearse's his blesses, but the pust algby years have disliusioned most of their countrymen; eo that Pearse's represent the expert there were any "lost years" for partial suffer, tragically, from Pearse's on. Dr. Lyons dends that they world, as well as their subjects, moves on. Dr. Lyons dends that they world, as well as their subjects, moves on. Dr. Lyons dends that they world, as well as their subjects, moves on. Dr. Lyons dends that they world, as well as their subjects, moves on. Dr. Lyons dends that they world, as well as their subjects, moves on. Dr. Lyons dends the first full suffer world, as well as their subjects, moves on. Dr. Lyons dends the part of the part

evailable, and none before this of book length. Professor Dillon's work is designed for a general seademic readership, although inevitable, the store well acquainted with Platon, Aristicle, the Stores and Plotinus, Electric with the store with the store well acquainted with Platon. The booking with a pure the store with the store with

by those well acquainted with Plato, Aristide, tho Stoics and Plotiuus. He begins with a brief exposition of those doctrioes of Pleto and the Old Academy which were dearest to the hearts of Middle Platonists. Plato was for them above all the Tiniaeus, as he was to remain through the Middle Ages; and the Tiniaeus, as he was to remain through the Middle Ages; and its preoccupations—God, providence, fate, the natura of the soul, end (as they thought) spluts and demons—were theirs. Then Dilion provides a detailed account of each Middle Platonist, or group of Middle Platoniers, in turn.

Surveys aeldom make the most compelling rending; and despite Dilion'e anthuelasm and pleasant manner, his book is no exception to the rule. His material is somewhat intractable: he himself refers to Numenius as an "Island of wit in this aea of hores". His treatment is not always as aherply focused or authoritative as one has come to expect of volumee in this series. And one puts the book down wanting e deeper historical enalysis of the social and religioue phenomenon of Middle Pletonism.

Yet these dissatisfacdons are, in large part, consonuences of the con-

Yet these dissatisfactons are, in large part, consequences of the coadleroble schievements of the book. Dillon has identified and made occessible an untidy body of curious materiel, which, elthough too little known to students of the ancient world, testifies to on intallettual movement of decisiva importance in Western philocophy. He has shown that it reflects a tradition—or tradition—of thought which cannot be understood in the terms, once beloved of stood in the terms, once beloved electual historians, of schools, influences and ecleculoism. If he has no firsty adequere alternative to offer, he has paved the way for others to ettempt it.

Paysan to Parisien

To large numbers of people in Franco at the beginning of the much wider significance that has no special interest in modern Franco. Third Republic (according to Professor Waber) the nation was a political and administrative concept which they either ignored or distiked. Perhaps 150 par cent of the population of Franca alid not speek French ordinarily or avan understand it, and did not belong to a common. French cultura. Franca was, he contende an urban and Perisian idea—one which was unrealized in many rural and improver ished sections of the country. He considers how underdeveloped France was integrated into both the

the brutal and difficult life of peak control is lablated communities; the agenciee of changa, where the impact of roads, railways, migration, military sarvice, schools end religion upon such communities are succinculy discussed; and change and assimilation, where the decline of the pid ways within them is considered.

From about 1880 the most society underwent a clista, in a minimal structure crombled with the manufacture of the pid society. Independent the pideocontrol of the pid colors, the peaking of the pideocontrol of the pid videocontrol of the pideocontrol of the pideocon

Pecconts into Frenchmen: The of things in regional minds, and Modernizetton of Rural France 1870-1914. By Eugen Weber. hy offering odvancement to those Chatto end Windus £12.00. 7011 who adopted it ".

significantly, is raises in grain to the contemporary issues in grain in the favor the contemporary issues in grain in the favor rice contemporary is sense in grain in the favor rice contemporary is sense in grain in the favor rice contemporary is sense in the imposition from outside of urban cultiure upon in the favor rice and the bourgeols played a stitutional "sention in the favor rice and the bourgeols played a stitutional caution in the stitution in the favor rice and the bourgeols played a stitutional favor records the favor rice and the bourgeols played a stitutional favor record in the favor rice and the bourgeols played a stitutional favor of the stitution in the favor record rice and the bourgeols played a stitutional favor record in the favor record rice and the bourgeols played a stitutional favor to the contemporary in the favor record r

Clouds behind the sun-king

Prance lu Crisis. 1620-1675. Edited by P. J. Coveney.
Mechillan £10,011. 333 10071. 9.

Perisian idea—one which was unresilized in many rural and impoyor
Ished sections of the country. He
considers how underdeveloped
France was integrated into both the
modern world and the official culture of Peris ond of the cities.

The book is divided into three
major sections: "the way things were", which shows convincingly
the brutal and difficult life of percontributions come mainly
from the Volhulla of the Cold War
period in the Cold War
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civilization. Third, Professor Weber
afters a convincing picture of rurol
life without imposing upon it an
ill-fixting political ideology.

The book is divided into three
major sections: "the way things worthy model for
were", which shows convincingly
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contemporary issues of the development of the French state and
civilization. Third, Professor Weber
afters a convincing picture of rurol
life without imposing upon it an
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distrusted them.

The Prantle will always be understood if one engages in English passion for seeing two lin any dispute. The state was divided be always in a minoring Prondeurs were split among stitutional partiets, noble gad engages and conscientions and erunks and conscientions on Sinco there were not two these was no decisive victor. Louis XIV leorot a degree situational "eaution"; the situation of the situat

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Both those books contain documents; both are pedestrian io style.

There the resemblence ends. The European Dynomic is elimed at sixth ened, would be the state of the state o Buropean Dynomic is eined at sixel formers as well as university atti-dents. Unity, Heresy and Reform, is far more specialized; not meny schoolchildren study the Conciller Response; to the Great Schlam, Professor Crander united languistics. Response to the Great Schlam. Pro-fessor Crowder writes a long intro-duction to a selection of documents which comprise three-quarters of his book. Margaret Shennan quotes just a few very brief "extracts" at the end of each chapter; I doubt if her documents add up to more than a sixth of the whole.

The European Dynomic is fair value for money. Mrs Shennen investigates the emergence of Europe during the Middle Ages; the technical inventions which made possible the voyages of discovery, the strength of the netion states which paraly explains the scele and the speed of the conquistadors success, the economic repercussions of the conquests, and so on. It is success, the economic repercussions of the conquests, and so on. It is a remarkable story. In Donis de Rougemont's words, "Europe discovered the whole of the earth and mobody ever came and discovered Europe". Not: that Europeans slawys knew what to make of it. This author quotes Luther's observation "that Erasmus looked at nature as a cow looks at a new gate". Contemporaries must indeed have been bewildered by the ever-expanding horizon.

The European Bynemic: Aspects of European Expansion, 1450-171S. By Margaret Sheinan.

A. and C. Black f2.50. 7136 1601 6.

Unity, Heresy end Reform 1378.

Unity, Heresy end Reform 1378.

1460: The Conciliar Response to the Greet Schism. By C. M. D. Crawder.

The publisher's blurb, "the method of approach is deliged to invite discussion". In which case, tha book is a failure. It would be more aensible to emphasize the real ments of this sound and reliable history of European expansion.

Professor Crowder's introductory esaay is certainly thought-provoking.

men'ts of this sound and reliable history of European expansion.

Professor Crowder's introductory essay is certeinly thought-provoking. Ha demonstrates the surprising role of nationalism at Constance end especially the conflict between English and French interests. The connexion is weil-eatabilahed between theology and political thought. If the Pope was threatened, would the King be next? It was no coincidence that the rights nod wrongs of tyrannicide were debated.

Exclesissical icross feature.

Professor Crowder provokes e fur-ther thought. Just how important was Concilerism? He euggests thet interest "had probably never been very widespreed outside the ranke of the perticipants". This is doubt-iess true. However, when he re-marke that in 1443 "the epoch of the councils was over", is he perthe councils was over", is he por-heps underestimeting their influ-

e remarkable story. In Donis de Rougemont's words, "Europe discovered the whole of the earth end mobbed ever came end discovered Europe". Not: chast Europeans slaways knew what to meke of it. The suther quotes Luther's observation "that Erasmus looked at nature as a cow hooks at o new gate". Contemporaries must indeed have been beveldered by the ever-expanding horizon.

Peniaps the author is too ambitious and covers too much ground. In her chapter on the European netion states, she describes topics such as the Henrician Reformation which are treated edequately in counsiless textbooks. Such wide coverage would be justifiable if en overall theme emerged. (Compare Trevor Roper's Rise of Christian Europe where the canvas is vest—and the suffer her interestive picture.) Mrs Shennen is not in this class. According to

Incoherent collection

Betty Kemp

Aristocratic Government and Society in 18th Century England. Edited by Damiel A Baugh.

Croom Heim £6.25, 531 053709, of these are complete essays and the confer two are 40 page extracts). The fact that they are so long, and so far chief in the present books.

Gver the page 10 rates of the fact that they are so long, and so far chief two are 40 page extracts). The fact that they are so long, and so far chief two are 40 page extracts). The fact that they are so long, and so far chief two are 40 page extracts). The fact that they are so long, and so far chief two are 40 page extracts). The fact that they are so long, and so far chief two are 40 page extracts). The fact that they are so long, and so far chief two are 40 page extracts). The fact that they are so long, and so far chief two are 40 page extracts). The fact that they are so long, and so far chief two are 40 page extracts). The fact that they are so long, and so far chief two are 40 page extracts) in the fact that they are so long and so far chief two are 40 page extracts). The fact that they are so long and so far chief two are 40 page extracts) in the fact that they are so long and so far chief two are 40 page extracts). The fact that they are so long and so far chief two are 40 page extracts). The fact that they are so long and so far chief two are 40 page extracts). The fact that they are so long and so far chief two are 40 page extracts). The fact that they are so long and so far chief two are 40 page extracts). The fact that they are so long and so far chief two are 40 page extracts. The fact that they are so long and so far chief two are 40 page extracts. The fact that they are so long and so far chief two are 40 page extracts. The fact that they are so long and so far chief two are 40 page extracts. The fact that they are so long and so far chief two are 40 page extracts. The fact that they are so long and so far chief two are 40 page extracts. The fact that they are so long and so far chief two are 40 page extracts. The fact that they are all t

Among this week's contributors:

Warm words in a cold climate

Elizabeth Henry on a new edition of Virgil

Books/Humanities

wes no coincidence that the rights and wrongs of tyrannicide were debated.

Ecclesiastical issues foeture is cartelnly rigoroua: the index lists required to the study demanded of the student is cartelnly rigoroua: the index lists Ecclesiastical issues footure prominontly in a sad story of micked opportunities. The most moving document is the account of the triel and death of John Hus. It was a sessior to burn a heretic then to reform the Church, to criticize the doity-yourself platy of isymen such as the Brsthren of the Common Life than to get clergy to behave like Christians.

Professor Crowder provokes a further thought. Just how important was Concilierism? He auggests that interest had probably never been every widespreed outside the ranke of the perticipants. This is doubties itess true. However, when he render that it is a sense index includes a probably never been expected names auch as Jonson and Burke. What this edition adds to it for the Aeneid is a detailed and perceptive appraisal of literary values in this book, its relation to both a passage never.

One example of a passage never

Harold Shukman

Second edition

Publication : August 1977

Caeed probably £7.95 net

Publication: September: 1977 Desad probably 28.95 nst

M.S. Anderson

Lenin and the Russian Revolution

Approaches to Local Manager

This is the lirel British paperback edition of Dr Shukman's useful concisa eccount of Scotatism, Merkism and the Revolutionary Movement in Russie from the late inheteenth contrary to 1917. If centres on the figure of Lenin himself, and it shows how his personal ruthlessness and single-minded dedication to party organization won him utilimate power.

Europe in the Eighteenth Century 1713-1783

On the lirst appearence of this immensely successful book the Economies called it "en impressively echolorly work, closely ergued with enough interpretative idees to keep serious cludents in dispute". For the second adilion, Professor Anderson hee revised the taxl to take cocount of the echolorable of the past (fleen years). The book engineers on a commental and regions scale the selection appears of turnous life in the eighteenth century.

in recent years the study of local history has become an increas-

A History of England from Edward II to 1

In eelecting the period batwarn reigns of Edward 11 and James I for this melor curvey. Anthony Goodman swaepa through the traditional dividing line at 1485 between "lete medieval." and: "eerly modern" in English history. His aim is to preasn the period from the early fourteenth century to the early seventiaenth century as a developing entity with a logic and unity of the dwarf be treatment, as banafits these intentions, is largely that allogic, but it is set within a firm naturally of falmework.

On the lirst appearence of this immensely successful book The

Virgil: Aencid VIII. Editori by K. W. Gronsden.

Cambridge University Press £7.50 and £2.98.

Beomifully printed and bound, like all the Cambridge Greek and Latin Classics series, this new edition presents a very traditional uppearence. Fifty pages at introduction include acctions like "Virgil's coreer and reputation", "Topography", "The hexameter". The text follows (OCT version end formst). Then there are more than e hundred pages af commentary, appendices, billiography.

Closer ettoution euggets some untroditional elements. The lingulatic study demanded of the audent is carteluly rigorous: the index lists notes on subjunctive in epodosie, on middle voice, on asyndeton, allsion, vocative in epostropho.

but there is a great deal besides. The seme index includes a parollols and correspondences" (with other pesseges of Virgil), formulaic phresse, ring-composition, and unitation of Frei deal the lingulation of the suder in the index lists and correspondences with other pesseges of Virgil, formulaic phresse, ring-composition, and unitation of Poris or Mark Appendix to entertain the poest of pattern of Poris or Mark Appendix to enterty the summour, to enterge as archety. hut he goes to put on his die

hut he goes to put on his divergence of archery triumplator or Christian hero. The editor of this text is Reserved in English and Companie Literary Studies at Warwick by versity, where now courses her into the been established in Class and classical studies; a brander at a moment when the grows chili for the humanies. I good omen, perhaps, that the learned but approachable and a tirely humane edition shouldness to us just now from a very turiversity where old and now the of study ore seen as related page One example of a passage never illuminated before with so much clerity end delicocy is the "theorems," theme of VIII 389-69; the reception of a god into a fumble dwafling, so beautifully presented by Virgil in Aeneas' entry undar

The one life

serves more clearly then ever s truly positive purpose. "How England deliberotely undermines England ", wrote Lawrence, and for Leavis the critical treotment of Lewrence le lisalf e poradigm of the undermining Lewrence's diegnostic genius fostars e lowering enique their (for Leavis) confirms the gross and stuitifying insdequecy of the official monitors of creativity, for example the TLS, the BBC, the Arts Council, the National Book League, The New Review The underlying thante is that civilization

for.

Through his great power of extrapoletion, ghosting for Lawrence es it were, he negates his own nagetion (and transcends the ecodemic). Minimally described, he is showing us whet can be got out of The Plumed Serpent (admitting it is not easy), Women in Love, The Coptain's Doll and The Rainbow, with flenklog chapters fixing off broadsides.

But he is sloudteneously (and Leavis's procédé hes elways bean highly simultoneous) writing o huge easey on "the one life within us

Thought, Words and Creotivity: Art and abroad", on shock horror crisis jouroalese, for axample, which shameleasly exploits the sickness, its commodity, it pretends to edmonish; or on the degrading scremble after the common values of the market. The musical, tickness, its commodity, it pretends to edmonish; or on the degrading scremble after the common values of the market. The musical, tickness is, in some weys, e wonderful book. For one thing there is no reliab of the sensile in it, though Leavis is past 80. He bas not ceased from mantal fight, yet his polamist intensity (reinforced by what we imight call o sonse of occasion) serves more clearly then ever a truly posses. They

A (Mexican) Indian with his own religion inside him cannot be bored. The flow of the mystery is too intense ell the intense. (Until they breek in e kind of hopelessness under our cheerful, triumphant success.)

You do not, to be sure, heve to be e big thinker to start thinking of the reletion of all this to the "problem" of our young peopla in our developed cities, or of the Plumbline which held that people were dead keen to cooperate with the forces of industrielization that gave tham with even-handed dulusgave tham, with even-handed injus-tics, e living without life. On the other hend, it is elso nert of the burden of the book that the kind of thinking which is only o kind of thinking about thinking very quickly ceases to be intelligent.

ceases to be lutelilgent.
Concomitently, Leavis's "treatment" of the modern worker presents a disinherized figure of genuine grievence, symbolized by the fact that his grievences ere ell material ("Money on the tebie!"): Leavis's thought is closer to the subtilizing neo-Merxism of Antonio Gramsci (who ergues in The Modern Prince that the modern proletariat

should achieve "moral end intolioc-tual leadership" as well as meterial faith "—and life is not a "force" power) then he might like to admit. like electricity os callow pseudo-Loavis here is elso attacking the scientists hold). This "living power) then he might itka to admit.

Loavis here is elso attacking the idea, widely entertelned, that the artist is inherently (or better off!) pethological, as Freud, with his Reader's Digest view of things believed, as in some varietles of Kafke-pushing, or as Flaubertiens implicitly confirm when they set ert over against life ilke Perall against Brand X. (Though thet, in Leavisian Idiom, does not dispose of Flaubert.) In this connexion there are some fine things in the opsning chapter, "Thought, Words and Creetivity", on Ellot the creative emphlabaeno:

For Eliot, of course, this civilisascientists hold). This "living thought" la aiso contrested with the "ostensible thinking" of economista, with their "ahamefully unacrupulous use of terms that purport to be precise".

25 Books/Literature

crupulous use of terms that purfe port to be precise."

The whole book hes, in its carnityore way, en exciting tautnasa of
limplication—for example, once
more, when we hear of Eliot's
contracting Francophilie—source of
infection Herveri, hence critical
e writing plestered with false aplomb
end so "pretentiously null as
thought," and ere led to think of
more recent Frencophilia end
akiffling ecademicism, and invited
to antertain a further connexion
with our rempant greed end serpentine ealf-depracetion.

Ha does not compai total surrender of onesaif to hie own burden
of meening, but he continues magnificently to clerify the messive burden of meaning thet the greetest
writera heve releesed in him. He
thes roduced and reduced the possibilities of misunderstending. Thet
he is not merely paraphresing old
erguments comes out in the rub-like
aside, tuckad away late in the book,
that Lawrence hea hardly oven yet
aunk in, and thot even his nwn responae was culpobly inadoquate:

... It eppeors to me very possible
thet his novels were read for the
misunderstood cherecteristics that
cerned bim e neme for inmorelity... and that his act wes in
general (I inchule myself in the tive emphlabaeno:
For Eliot, of course, this civilisation is the Waste Lend. . . But
there is the paradox: in offaring
to exposa and trenscend with his
creetiva "logic" tha nao-Benthamite world's spirituol philistinism, he explicitly, es an
indisputable premise, himsaif
denies humen creotivity. Tha
demial entells the contradiction
thet emasculates his thought,
depriving it of ell the cogency
lotended.
Concountontly, Ellot's hobbling conlotended.
Concountontly, Ellot's hobbiling concoption of himself es e tachulcian is blonkly opposed to those pieces in which he "is not only desilog without disguise with the pressure of intensa parsonal need, but conciously end unequivocally identifies the art with the very process of thought".

This sets the tone for what foi-

ality . . . and that his act wes in general (I include myself in the generalisation) uncomprehended, it was basically too new end

of thought."

This acts the tone for whet follows, which lusists thet Lewrence's art speech embodles the most valuable kind of thought—a kind of thought he says modern philosophy deportments ore civeless about, and which is mesparable from his crentive fullness of being ("the life in blm was smportaot.
Still, in his segerness not to concede conthing to the Kate Milietts, he remokes insufficiently critical of

Paperback

Jubilant

The Queen Penguin 75p. 14 004490 6. (Als available in hardback £3.95. 713

the contemporary monarchy rather than with the Queen es a person-ellty. There le e little bit of almost everything designed to please almost everyone—even tha lovere of corgis and royal children.

There is a jubileo poem by Mer Oaksey's discussion of the Queen's racing interests; the case against and for the monarchy as on institution put by William Hamilton, MP and Pergrine Worsthorne; and, by way of finole, some pertinont impressious of monorchy from the boys of the William Penn school, London.

the William Penn school, London,
Of course, the volume will not
please everyone, but at least it
does present a view of the seventies monarchy far removed from
thet of the gloasy, pictorial Jubilee
acuvenirs, and presents at in a very
palatable fashion. I particularly enjoyed and found both informetive
and thought provoking the essays
by Robert Blake, Denis Judd, Torry
Colemen and William Hamilton,
On the whole it is a worthy colloction to commemorate, not with
mindless eduletion but with
reasoned enelysia, the 25 years of
this Queen's reigh and their reigvance to the life of the notion, vance to the life of the notion.

Children's literature

Best of friends

Peter Fanning

My Pal Spadger, By Bill Neughton. Dent £2.95, 460 06733 8,.... Mo and Mr Stenner, By Even Hun-

Nichoias end the Gang ot School. By René Coaciony. Transloted by Anthes Bell. Illustrated by Sempé. Abelard-Schuman £2.50, 200 72462 2.

If everyone of ue has a book's worth of memories tucked away in some corner of the mind, Bill Neughton has e seemingly bottomless well of childhood images into which he dips epparently at random. My Pol. Spadger le the larest look back into the Bolton of the 1920s. The book is meditation on friendship; Spad. ger is the ideal friend. Straight-forward, elvish, with a touch of St. Friends and Straight on two of the News and straight on two of the News and straight on the industrial emog of a post-Great War.

ingly popular pursuit; this elimiteting and popular book explains how to go about it. Dr Rogers eees the peat in terms of papele rather than places, and he outlines the different kinds of quasilone rather than places, and he outlines the different kinds of quasilone rather than places, and he outlines the different kinds of quasilone rather than be easied about local communities. For this addition that the substantial eaction of notice. And if you rockon that sounds too markish by half (let me edd that there is a pit disaster and when old Spadger cope it you don't half hear the violus), then do not be deceived. Mr Naughtoo wins through Hard as it is to maintain the heart of the matter, the sinis the heart of the matter, the sin-

britis humour sod e load of childlore trivis. Even Hunter (of The Binckboard Jungle) presents e kied of juvenile Toming of the Shreto, es our heroine etruggles with the divided loyalties of hoving two fathers her own and Market her course of the state with the divided loyalties of hoving two fathers, her own end Mr Stonner. Who to give presents to on Father's Day? Who paye for Deddy's Christmos present? Not Mr. Stenner! Of course it ellends happly—all you need is love.

enda happlly—all you need is love.

The ending becomes fragmented in a Mcditerroneau drenuland, as if the author were trying to moke up for too much realism with en overdose of icing auger. But if young children have got to read ebout the nasty world of broken homes (ond why ever not when many of them have been dragged through the mild less vicaniously?) then reading Me and Mr Stevner is not a bed way of coming to terms with the problem.

No problems of identity with Nicholas and the Gang at Schools. Alec is my friend who is very factoring to the coming to the coming to the coming to terms with the problem.

No problems of identity with Nicholas and the Gang at Schools. Alec is my friend who is very factoring to the coming to the coming to the coming to the coming at Schools. The coming to the coming the coming the coming to the coming the coming to the coming at Schools. The coming to the coming the coming to the coming the coming to the coming to the coming the coming to the comi other's bet, etc." And off we so a breathless speed into a series of trials and diseasers. Every occasion

bo it achool photogrephers or play-ing cowhoys or buying flowers, is

is the heart of the matter, the since for first of the writing eod a wealth of gritty detail keep Spadger firmly about. Mr Naughton has both direct childs and wit; he combines high be cerestil to there we mise to book is very funny and eminerally childs to the combines high be cerestil to the Cumbiest could seriousness with entertainment and stick the pages back in the book is rightly popular for it.

Moanwhile back in dismediately to herm a book, child on a poor dumb animal.") Anthes Bell's translation from the Franch is green and Semple's illustrations have the same franchic precedent floods of tears. But will had Mr Stenner in the miset of which they're preserves a good balance with usually "having a fantastic himself.

Dictionary of French Literature

The Concise Oxford

Edited by Joyce M. H. Reid

This new reference book is a revised and abridged version of The Oxford Companion to French Literature, it ranges far beyond the strictly literary and artistic field to cover aspects of French history, philosophy, religion, language, politics, administration, education, newspapers and reviews, institutions, and many other facets of French culturnl and social life. 'A most valuable and useful book of reference, Birmingham Post. £5.95 Oxford Paperbacks

Gulliver's Travels and other Writings

Jonathan Swift

Edited by Louis A. Lenda

This new Oxford Paperback of the well-known Riverside Edition of the best of Swift's writings includes Gulliver, A Tale of a Tub. The Battle of tho Books, extracts from The Tatlor, Tho Examiner, and The involligencer, and selections from both his poems and his latters. £2.75

Restoration Tragedies Edited by James Sutherland

The five plays in this new collection are Drydon's All for Lore; Nathaniol Leo's Lucius Junius Brutus! John Banks's The Unhappy Favourite; Thomas Oiwny's Venice Preserved, and Thomas Southorne's Oroonako, a fine play with a black slave as its hero. £2.95 Oxford Paperbacks

God B.C.

Anthony Phillips

'Few recent volumes include so many momorable, thought-provoking and repeatable phrases and ideas, This book should do much to reinstate the Old Testamont in the life and teaching of the Church and Individuals. Church of England Newspaper, £2.30 Oxford Paperbacks 95p

A Concise History of the American Republic

Samuel Eliot Morison, Henry Steele Commager, and William E. Leuchtenburg

This is an abridged and thoroughly revised and rewritten version of The Growth of the American Republic—a work which is regarded as one of the classies of American history. It carries the story of American history from the advent of the first Indian up to 1976. Illustrated £12.50 paper covers £6.95

America: The Story of a Free People

Allan Nevins

and Henry Steele Commager This new edition of a well-known short history

of the United States brings the slory up to the accession of Gerald Ford to the Presidency. It covers the Vietnam War and foreign policy in general, the Civil Rights movement, the two Nixon election enupsigns and Watergate, Fourth edition paper covers £1,95

The Economy of England 1450-1750

Donald C. Coleman

'It combines rigour of analysis with a fundamental humanity.... He has provided an original and valuable addition to the exiguous stock of really good fextbooks of English economic history. which will be widely and gruefully read by students and their jenshers for a long lime to come. The Times Higher Education
Supplement. £3.75 paper covers £1.75 OFUS

The Nature of Morality

An Introduction to Ethics

Gilbert Harman

This book for introductory ethics courses contains an overall account of morality in its philosophical format, particularly with regard to problems of observation, evidence, and truth. £4.25 paper covers £2.50

Anthony Goodman

Longman

er probably £4.50 nel

Peper probably £3.96

Oxford University Press

Avoiding the pitfalls in a sound market

Adrian Hope on public address systems

If ever there was a field of technology that presented expensive pitchells for schools, it is that of public address. Even the words "public address", atthough universally used, are really a misnomer.

When amphilication equipment is used to help the head to make himself heard during routine assembly, or on a special occasion such as prizegiving, the exercise has failed if those present feel they are listening to loudspeakers rather than to the speaker himself. The aim should always be to reinforce natural sound always be to reinforce natural sound and the ideal installation is one which does not make its presenca

Bournemoush by the Association of Public Address Engineers, I was able to discuss the whole business of sound reinforcement in schools of sound remisorcement in schools with firms active in both the manufacture and instellation of educational systems. Probably the most important principle to emargo was that any school considering the

installation of sound reinforcement could ment to a large half is courting expensive disaster if the staff or PTA does not take specialized professional advice before purchase.

It is a false economy to cut corners, for instance by taking up corners, for instance by taking up corners, for instance by taking up a well-meaning offer by a PTA manufacture.

A public address amplifier is the absolute rock bottom minimum, and introduced in the electrooles business who can get an amplifier at made puice.

To understand why this is so, one needs first to know a few of that peculiarishes of sound reinforces of two different types; o nomins it ocent equipment. 30-ohma impedance was the pre-war British Standard which still lingers, but the Europeau 200-ohms value is now becoming a world standard.

peculiarisles of sound reinforceotent equipment.

For a start, whereas virtuelly all
modern domestic hi-fil and audio
equipment is stareo (2-channel),
sound reinforcement equipment for
speech will only be mono (singlechannel). Where shereo music is
to be played a different set of considerations applies. In such a case
there is a great deal to be said for
having two systems, one for high
quality stereo music reproduction
(as in a music room) and acother
for basic speech reinforcement (lo

the same value.

Most systems operate off the mains but some have a 12-volt battery operation as an option. This facility wou't be found on hi-fi gear and can be useful for sports-day For outdoor use hore loudapaskers, which are weatherprofe
and have the ability to "squary"
sound in a cheaan direction against
the wind are a necessary alternative
to the cabinet type of column
speakers which should be installed
in a school half. In any case, it
is both convenient (and self) to
heve the column loudspeakers
securely bolted in position in the
liall.

Both input types are regarded as "low impedance" end allow long lengths of nucrophona cabla to be

problems. But each must be cor-

leall.

Just as the Inputs of a PA empilifier differ from whose found on a domestic hi-fi empilifier, so the outputs also differ. PA equipment la standardized on a so-called 100-vok-line output system, which enables a large number of individual loud-speakers (for instance round a hall) to be coupled to a single amplifier without risk of damaga. This is in direct contrast to a in-fi amplifier, which is intended to drive one, or usually at snost two, loudspeakers o channel.

To couple a string of lond-speakers to e hi-fi amplifier can quita literally destroy its electronics. The PA line system was:

specially derised to meet the obvious need for large numbers of loudspeakers driven by a single amplifier and to cope with the lang leads necessary for carrying power to speakers round a large half.

It is instructive to look at a few of the wares and services on offer. The Fleet firm, Amdio, for instance, uffers recommended package systems, made un from what Amdio regard as the ideal cambiantion of cumponents from different manufacturers. Audio puint, for instance, to their Smallhall Installation.—No 3, with a 30-watt amplifier, o pult of calumn speakers, single microphone and stand, as the absolute basic minimum (ut around £300), for any school assembly half.

The Amdio System 4, for a medium holi, at £440, has double tha emplifier power on a trice as many loudspeakers. Southern Recorder Service of Winchestor, who install Amdio and other systems for schools in the Hampshire area, normally charge at the installation. normally charge at the installation rate of about 15 on bour plus motrate of about 15 on bour plus noterials, and estimate that the cost
of installing a simple system in
their area would be around £60.
Although prices for installotion
by London firms ore likely to ho
alightly higher, the total outlay
(between £350 and £500 installed

and working with guarantea) is still far cheapor thon several hundred pounts wosted on an unsuitable—and thus unusoble—system bought in Ignorance and muntcurly installed.

far cheapor then several hundred pounds wosted on an unsuitable—and thus unusoble—system bought in Ignorance and muntcuriy installed.

The wida gnp between domestic audio and sound reinforcement equipment is further emphasized by the way in which some electronics firms have two quite saparate morketing illvisions—one concerned with hi-fi and the other with PA. The American firm a Shure, with a British beso at Maldshoue, is well known for its hi-fi gramophono pick-ups but has a vory extensive range of own-brand smind reinforcement equipment. This includes sophisticated models with frequency filters to ourb hovi-round (the well-known sound of feedback between loudspeaker and microphono building into a vicious circle) even in echocy

nasia.

The German firmt beals a sloo activa in both the hi-fi selso activa in both che beact while a selso activa in both the



The Amdio Paso portubic system

The German

The Sannheiser MKE 802.

Wordfans.

Wordfans
A foreign phrase or word at the flick of a wrist is the claim made for a new idea in phrase books—the Wordfan.
The phrases and words are printed on stiff swips fixed together so that they can be fanned out. They can be worn on a thong round the neck, attached to a shoulder strap or placed in a nocket, and are quicker and easier to use than a book, claim the publishers. Concerning Publications. They are also intended as a study aid.

Each Wordfan commins hearly \$0.00 everyday words to cover tourist needs together with phrased. The fans come in eight languages—English/Frencis, for example, an one side of the fan and French/English on the other. The recommended result price is £1.25.

Concerting Publications Ltd., 11.13 Broad Court, Covent Gardon, London WC2B 5BR,

25 years of royal

Suide (c. lublice

Smelling tests and pin ball with chromosomes

by Betka Zamoyska

Instead of westing his permanent areade, the shrewd child will now enjoy free use of the slot machines at the Hall of Humann Ricology in the Natural History Museum. He can play pin bell whith aver there is a constraining sounds.

A swell room containing a glant contrasting sounds.

A swell feetus pulsates to the best of a mother's heart (taken from a tocording of squads heard in the same in musicles and nerves in motion.

As well as providing the fun of machines are pick up religiously and all in special listening booths to hear different types of commencaries.

"I'd like to run a closed-circuit record visitory

born, what we are made of, how we are tolevision to record visitors.

Through short films, games, models tolevision to record visitors.

Through short films, games, models tolevision to record visitors.

Literatures and many things desired to the capital tolevision to record visitors.

Literatures and many things desired to the capital tolevision to record visitors.

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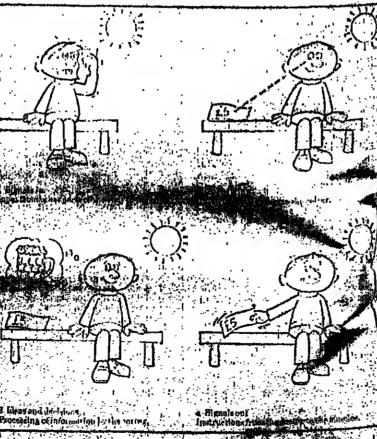
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Literatures are made of, how we tolevision to record visitors.

Literatures are made of the rec

Inclinational selection of the selection

Instead of westing his pennics at different surface areas to be the annuament areads, the shrewd bouched and remembered; every child will now enjoy free use of the where there is a constant hum of



produced the second state of the second state of the new exhibition town long people lake makes of the new exhibition town long people lake makes of the new exhibition town long people lake makes of the new exhibition town long people lake makes of the new exhibition town long people lake makes of the new exhibition to face the sedate rows of shifted apecial room has been set aside to the new exhibition to face the sedate rows of shifted apecial room has been set aside to the new exhibition to face the sedate rows of shifted selves which has been published by the British Musclim and Cast interview visitors and find our tiefr stopping back a contury in time, bridge University Press to coincide with the biology exhibition. Like the exact make, the lamb and discovered last were built to have been published by the British Musclim and the way with human perception, the small a member of the seaft with limits perception, the small at well and plays on all the sense. There is no call the seaft of the supplies the produced by the small at well contains of the seaft with development of pair makes the pair makes the seaft of the seaft with development of pair makes the seaft of t

Third World activities

Oxfam and Christian Aid have col Tacks", o pack of topic sheets and booklets which give Information ubout the Third World and sugges tions for activities, mainly fundraising, which young people can take part in to "struggle against payerty and injustice". There are elsn a number of wellcharts and suggestions for further acdvities.

Activities are wide-renging but familiar-recycling bottle tops, metal end paper, holding sponsored walks, performing street theatre, rich world/poor world meals, but for those who are unsure bow to organies such events the advice is The Earth and Space

The pack costs £1.15-though sheets can be obtained separately. For further information contact Stuort Plant, Notional Youth Officer, 274 Banbury Road, Oxford

'Help' for chemists

The Schools Information Ccarra on the Chemical Industry would wel-cons details of any successful chemistry projects carried out in schools. A synopsis of these will be published in the centre's Bulle-tin, which contains ideas for projects and also details of useful materials and equipment. The papar is circulated to teachers on the

The centre also operates e scheme called "Help" by which teachars are put in touch with others who can help them to introduce industry-related topics and project work into schools curriculum.

Self-instruction

Dundae College of Education bos published a catologue of self-instructional material produced by the staff and the laarning resources

Madia include printed moterials, tape/slide programmes and vidao-topes and among subject headings and arts ond crafts, educational tischnology, music, mathematics, liealth education, economic, busions and modern studies and community education and social work. The cutalogue, is ovallable from : Mr John Clurke, Coordinator of

Leorning Resources, Coordinator of Leorning Resources, Collega of Edu-cotion, Gardyna Road, Broughty, Feiry, Dundea DDS INY.

Buzz words

A list of self of the control of the co collection of historicel and content-

collection of historicel and content porary backcaping material.

The pamphiet is ovailable from:
The International Bac Research Association, Hill House, Gerrards Cross, Bucks SL9 ONR.

Use of concreta for cricket pitches, tennis courts, aports balls, children's play areas and other applications is discussed in an illustrated booklet published by the Camant and Concreta for Sports and Play Areas. The booklet gives instructions and genism, social attudes, art and chronological in approach. Port one, "Crisis in the concept of reality", sats tha scene at the turn of the century: the univarsal advent of the machina, tha social effects school level and should be acan as of Freudlan psychology and later, the excesses of the 1914-18 World war. Brial mantion of imprasticulations is discussed in an illustrated booklet published by the Camant and Competence of the anti-credo of the Dadaints. The booklet gives instructions and genismal guidance on design end chronological in approach. Port one, "Crisis in the concept of realized these preliminary and follow-up activides are quite important. The pack is almed at sanior school invariant and should be acan as of the machina, tha social effects and important. The pack is almed at sanior activities are school invariant and should be acan as of the excesses of the 1914-18 World war. Brial mantion of imprasticulation in the excesses of the 1914-18 World the excesses of the pack is a school invariant and should be acan as of the excesses of the 1914-18 World the excesses of the pack is almed at sanior and should be acan as of the excesses of the 1914-18 World or arts faculty rather than accept and follow-up activides are duits and pack is almed at sanior and the excesses of the 1914-18 World or arts faculty rather than accept and should be acan as of the excesses of the 1914-18 World or arts faculty rather than accept and follow-up activides are duits and pack is almed at the concept of the social history of the excesses of the 1914-18 World or arts faculty rather than accept and

Life and death of a star

very detailed: down to how much can reasonably be charged, safety recommandations, advice on publicity and on the law.

The Barn ond Space:

Life and Death of a stor

Evolution of the Solor System

Filmstrip and landbook £1.75 each part. Cassette 15-20 mine commentary each, £2 eoch.

am reminded of the old lody student ofter o WEA closs who said : "We have a terribly clever lecturer for our class—of courae we can't undarstanil what he's talking about . . .". In this case the informotion packed into two raels could occupy at leost two full chapters of a book, plus a bockground of O level physics or oboya. In 43 and 33 frames respectively the whole of eoch topic is covered in detail.

The first filmstrip starts with plete this filmstrip.

The tape commentary gives a sensation of mental indigestion. We ore eation of mental indigestion. We ore frames a minute, with a tone signal for change that leaves so little gap that the commentary has resterted before the picture is fairly on the scream. Each frame is awarded from one to three condansed sentences of explanation.

The haddook quotee a sensation of mental indigestion. We ore frames a minute, with a tone signal for change that leaves so little gap that the commentary has resterted before the picture is fairly on the scream. Each frame is awarded from one to three condansed sentences of explanation.

The haddook quote a sensation of mental indigestion. We ore frames a minute, with a tone signal for change that the commentary has resterted before the picture is fairly on the scream. Each frame is awarded from one to three condansed sentences of explanation. Tha first filmstrip starts with hydrogeo clouds developing swirling

pull leads to snin, rise in tempara-ture and then to a protostar. Further contraction leads to light amission of light.

by Andrew Peggie

Hertsprung-Russell diagrams and E = Mc² ure used to explain nuclear fusion and the formation of balium and heavier elements. The

Surrealiso in Art and Music Sound filmstrip set in two parts, with casactte or record and

Introspective outpourings

gravitation pull, the formation of Red Gisnts, White Dwarfs and Black Dwarfs ere illustreted. The change of more messive bodies to supernovae and tha theory of Black Holas finish tha sequence.

The Evolution of the Solar System traces a similar hlatory of our eun and the inner oud outer planets, the formotion and general structura of the earth, gravity sorting of the various elements and the formotion of granitic rafts as continents, complete this filmstrip.

then adds an axplanatory paragraph of information not found on the tape, To insert this would require sape, To insert this would require constant use of the pause button and make the use of the tape ridiculous. Using the filmstrip and booklets, teachers could wall prepare far more useful tones for themselves. Even so, the materiol is unlikely to be of use below fifth year level.

Hereld W. Annicant motions, and a vortex. Gravitational

by M.R. Evans-

Number One £7.24. HIre £1.95

In the Biu £7.24. Hire £1.95 Writing on the Wall E7.74. Hirc £1.95 The Scripture Union, P.O. 38, Brintol, BS99 7NA.

Human failings

ldgh place among the producers of education. Together they show an many who may not shara the undarlying Christion beliefs of the makers. They deal with common bumon concerns such as individual identity, relationships and purpose in a two that offers wide-ranging potential. The Writing on the Woll is new soundstrip using colour phot

The first three are enrioon strips The first three are emitson strips with music and commentary by vanity") to consemporary attibables, is surrounded by "things" ond grows up to treat ell the people with whom he bas to do os objects for his gratification—his wife, for example, is Number 2.

The first three are emitson strips wanty ") to consemporary attitudes. The acundstrip specks from the strong trown the Underground with its graffiti, and the telephona kinsk and the semporarily unanswered call. The theme is that of man searching for a purpose.

The section showing most hope

wife, for example, is Number 2.

The commentary is apoken by Derek Nimmo, and the production bas pace, colour and balance in a way which never fails to grip the audience. In the last part of the story joc is hanned by an oranga diomond shape which in finally seen as the figure of Christ on the cross and in the light of this expenience he begins to understoned his place in the world and becomes while to relate to others as persons.

I have used this strip many times with audiences from 13 years of age and upwards and it has never fulled to make a strong impression, raising basic questions of personal values and relationships.

The Stranger taken a prairie town with a rigidly stratified social lilerarchy and lets the sheriff relate tha story of the stranger who cames to town and refuses to accept the graded number system of social merit. The Christian parallel in obvious but is not explicitly drawn out. This is a useful discussion paracter for 15-plus. sion otarror for 15-plus.

In the Bin is more southsticated and is unlikely to be of much use balow the sixth form. Drawing on a classical tradition it uses maske to show the different faces we put on in pure regions dealing. The conin nur verious dealings. The central charocter, Arthur Grimble, he ahown during his day at the office using verious masks for the benafit of his colleagues. A mysterious dustman seizes the masks and folls through the window leaving on the courtyard "two lines—crossed lubled"

vanity") to contemporary atti-tudes. The soundstrip specks front

slon starter or os on oct of meditotion. Sound effects and music
were not of uniformly high quality
on the tape used, but this did not
datract seriously from the effect
and the strip can be racommended
for 16-plus.

Each of the soundstrips has its
sound on reel and is provided with

Key topics in physics

deliberately refute any vestigo o logic? Why were surrealists proccupied with the subconscious? Key topics in middle school physics Ioertla/Mass 2700, £9.15.

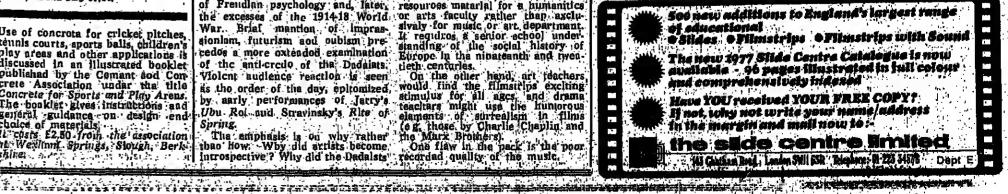
Surrealists In Art and Music Sound filmstrip set in two parts. Sound filmstrip set in two parts. Sound filmstrip set in two parts. Sound filmstrip set in two parts occupied with the subconacious?

Next two, "A torient of dreases", traces surrealism's development from the 1920s, through its implantation into the United States are surrealism's development from the 1920s, and how insipid by comparison are some of today's excesses. Surrealism in Art and Music is a veritable orgy of either of contemporary culture's dasperate seorch for meaning. The dasperate seorch for meaning. The full-blown surrealism are amply comparison are some of today's excesses. Surrealism in Art and Music is a veritable orgy of either the wide scope of this pack which the wide scope of this pack will the other titlas for the surrealism. The wide scope of this pack will the other titlas for the scould be a well of the wide scope of this pack will the other titlas for the full-blown surrealism's development in the surrealism of the surrealism of the surrealism and transparencies of the titlas submitted for raviers of the scould be a such are dealt with a multiferious outpourness of the wide scope of this pack will the other titlas for the full the other titlas for the titlas will the other titlas for the full the other titlas for the full the pack stable will the other titlas for the full the other titlas for t

ticker-timers which we later used in practical lessons.

Further triels with the other titles have established thet tiley are similarly well received, and it oppeared that the interest they grousod wos partially responsible for the success of the leasons. The only serious criticism of the material must be reserved for the rather indistinct reproduction of the transparencies by yellow. They were difficult to read evon in subdued lighting. ticker-timers which we later use

chronological in approach. Port music Because the text is some one, "Crise in the concept of real what concentrated, these preliminations in the concept of real what concentrated, these preliminations in the concept of real what concentrated, these preliminations in the concept of real what concentrated, these preliminations is convenient introduction to the replaced by charged and following activities are





ins can only take place, during the street of the street o

Sixth-form history

Christopher Daniels Richard Brown

The last six years have been very succouraging for history tsoching.
Two Schools Council projects bevo dealt imaginatively and vigorausly with history, or history within the humonities, for the 8 to 16 aga range. Publishers have expanded their ronge, including selections of primary source material. Jeauetta
Coltham and John Fines hove revolutionized the way in which
teechers can identify and develop the skills employed in studying his-

Other chenges have affected the teaching of local and world listory, history's links with other disciplines, and the nature of 16-plus history examinations. But what hes been lacking is eny purposeful debate on history in the sixth comprehensive sixth may bave e wida range of blstory courses, including CSE, O, CEE, A and S level, but A level is still the basis of most teeching, and it is bere that the debete has been mast arid.

With one or two exceptions, the examining boards have bean con-

political and diplomatic history of the macro level.

The basic requirement is a Schools Council project which would look at needs, courses, resources, methods of tesching and examining, and might also consider a support structure for further development, encouraging greater contact, regionally and notionally, between interested parties, as lloison between reachers, examining boards and historiaus in higher education is not good.

Tha reasons for this neglect of the latory are various, but an important one may be the concentration on the young addlescent. Positive ideas stemmed frum many negative impulses to preserve history in the 11 to 15 or 16 curriculum—the history 13 to 16 project was one answer to the cull for changa. It seems that only a funded project can uset the alms of curriculum development nationally, and axploit excellent local projects like the Local History Classroom Project in Suffolk, and the history aspect of the Schools Council Computers in the Curriculum project. Given a national project, other benefits will follow.

Christopher Doniels tenches history

Christopher Doniels tenches history at the Royal Lotin School, Buckurg-hant; Richard Brown of the Hough-ton Regis Upper School, Dunstoble.

Patterns of

A Bengali-speaker has difficult in pronouncing the sound "wh!" the trickiest of all English sound. It is invariably pronounced a "bh", so that, say, "why" become "bhy". This difficulty arise because the uspirote is compounded with the sound of "w" and released independent

ond nnt released Indopendent before it.

A Gujarnti-speaker makes his afsther plosive to sound the phadhar —plosive of ph's and thick, polotal "lih". The Punish teed to support same sibling with a vuwel, as far instance selected to support same sibling with a vuwel, as far instance selected to support sound as in "but" where "b" is descended becomes stilted because the mother-tongue cumes first at long bletonary mennings are learnt be rote and often applied in the wrong context; nuances a rorely mastered. This accounts inadequate comprehensist, Single words such as "tell", "sell" "ssy", "speak", "see", "log end "bring", "fetch" are a fotten than not wrongly used.

Indo-Pakistani speech some excited because all sub-continent languages are spoken at get epeed. Since must of the countary pathy, Guttural sounds are ran Thus the so-called "Ings English" is recognizable by a speed, syntax and style.

Sound production is a sufficient

English " Is recognizable by a speed, syntsx and style. Sound production is a difficult technique to learn; so is the and nique of controlled breathing all consequent voriotium of speed is speach. These difficulties is accentuated by the fact that the whole thinking process is going as in one's mother-tongue. This regular verbose, flowery and the curious.

Who writes the best books for kids? Well-membry admits or the kios themselves? The question become especially dilficult if you are a West Indian or Asian young adult. Few taschers can offer meterial that has any onesning to those lives. Some new ventures to publishing end writing to schools are hoping to bridge that gap.

Sobir Bandan is a sensitive 17-year-old Ugandan Asian. He came to live in London, with his mother, fetuer, three sisters and two brothers, after Amio's dream which led to the expulsion of the Asians from Uganda. Two half-brothers were already here, cod thay boused them. The family is now settled to Tooting.

at the development of a school-based publishing project

Reaching a wider audience

An Asian student from Tulse Hill School in

South London has recently published his autobiography. Carol Dix looks



else's house, and you had to be on your best behavisur."

Having the book in print has also changed Sabir's life, given him a new confidence ond sense of status. He is a philosophical youth, who thinks be might become a journalist, and is regretting his decision to study science A levels because he no longer wants to be a civil engineer. Ha dascribed how important wera two things he meetions in the book. One was smoking. He knew his mother and sisters heted it, but ha can odmit thet, to him, it was a symbol of his becoming an edult. The other is his decision not to believe in God: "I like involving myself in problems I can solve. I like putning my foot in everything, which is wby I involve myself in many arguments at home and at school. At school it's usually obout religion end the existence of God. Pespie would expect ma to believe in God, but I don't. I want to be independent and work things out for myself. It has made me less superatitious and halped me. I resd e lot of philosophy now".

He says he settled into England within the first week, and that that has not changed. He likes England, though be is still surprised at how permissive it is—Ugandon Asian society is e lot more Victorian.

He says he does not get angry now at racisl discrimination. Ha would rather analyse why it happees, and understand the people, that ham them. He does not get angry at Enoch l'owell. "It doesn't hurt ms. It's a permissiva society and that meens enyone can make a fool of themselves. It's all a matter of opinisu if ba's a fool or wisa."

Sabir's is not the only book of its kind; though he asma waya it is unique, becsusa ha writes very good, standard English. (Ha apoke English at achool it Uganda, although his mother tongue is Kutchi, from Northern India, Itsalf a ninority language which he cannot write.)

Other books by schoolkids include, In the Melting Pot, by Chelsea Herbert, published.



provide documantation on to read and talking to learn bas an introduction of the Rosen Price 50p; 130 single copy, 850 for 120. Cheques to be made out in institute, copies from Jane Mills Room 313, Bedford Wey. Lond.

The New Review has produce an offprine of the debate that he begin remining in its columns is tween R D Italing and Thought have and abuset a psychilatry, Copies, price 70p each from 1 Greek Street, London

Working with the museums

Same years ago, while teaching ort history in a London school. I was surprised to find that none of the closs had visited the National Gallery during their two-year A level studies to each the Italian plantings ebout while they were going to write their examination.

A year ago I sterred negotiations between the aduction department at the gallers, where in the gallers where the pennings are described of art at a school, and the ILRA Art. Centre, where I am heased, to set up en experimental course on agg rempera painting, centring on one, exemple in the gellary. Six months latery in the sutumo, we launched the ottainful of young sheets. The hand of aducation Alsterle Stripe of the course, which continued the office per first throughout, the term at weekly intervals. Art history tition dias before it is born, affigured by experts in our history, and the teachers) from the proposal as a calcoloclid. About 20 pupils (and their teachers) from the course of the closs had visited the National Gallery for a sale of the study. Some the course of pupils and their teachers) from the servicion and art reaching. This new informs and well studied to construct his picture. Willie working or last the type of paint which the artist high and a try of painting with the proposal was also discovered the National Gallery for a sale of the study. Some the course of pupils and their exactions was built on a basis of the experience of paint which the artist high they first high they first high characters the pointing are discovered to construct his picture. Willie working or last negative the pointings are discovered to construct his picture. Willie working or last negative the pointing are discovered to construct his picture. Willie working or last negative the pointing are discovered to construct his picture. Willie working for last negative the pointing are discovered in proposal and well known and because it had used to construct his picture. While they first him and the technical working or last negative the pointing and their tea

by Gene Adims

short was arranged at the ILEA Art Centre.

New environments, and new faces, mean a lot whon you are in your late teens, and no had some inkilings as in a London school Longer think of vourself as a schoolchild insuland by average in our late teens, and the technical side of the study. Some





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Group 5

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Applications are invited from suitably qualified and experienced taschers for the post of Caputy Head Teacher of Ferry Lane Primary School, Ferry Lane Eslate, Tottenham N17. The school, which is nesting completion, is a purpose-built jeint Primary School and Communication.

munity Centra. London Allowenes psychie £402. Removel expenses—100% silowed. Application forms (s.e.o.) and further details may be abilined from the Chief Education Officer, Education O hould be returned by 17th June, 1977.

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KING EDWARD VII SCHOOL

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Junior School (boys 7-11)

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SUFFOLK :

INGTON WILTSHIRE of the Authority with accomment to the Centra. ST. EDMUNO'S R.C. SCHOOL. Williahire SN11 GEX Number on red: 225 Group 4 Scale 1 TEACHER required from September, 1977, for the second year intents. Oppn plon achool. Pragiting Relean Outholic prajerved. Application form and further details (enclosing stamppd ad-dressed savelope) evaluate from the Readmander, return-one by June 20, 1977,

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isos... Application forms are aveilable on recipit of a slamped addressed entering form the Director of Education. The Chess, North Shields, and thould be returned to the Head Trecter within two weeks of the appearance of this advertisement.

WILTSHIRE . OAKSSY C.B. CONTROLLED SCHOOL Maintesbery, Wills, SN16 970 Number on rell Sp. Group I Experienced Scale 1 Inferie TBACHER with MUSIC required from September, 1977. Letter or expliration to be sent to Mead Teacher, stalling aco, giving particulars of education, Iraining and experience out also the names and addresses of two recepts.

Closing Gate, Sain June, 1977. If applicable have not heard by Sin July, 1977, they can assume their applications un-

Middle School Education

Headships

BRADFORD (Ctty of) Required for January, 1978 | [EAD TEACHER for the above five form entry middle actual which is currently cataring for as 11-14 ag many and has 468 pupils on rol whom the preparation of school who when the preparation of the prepar Application forms may be almost from the Stating and Train ling Unit. 4th Floor, Provinct House, Tyrrol Street, Orestori Mi. 1NP, where comolect forms since to returned by 20 Juny 1977, Reignence Er 23,477/TES.

Deputy Headehlps Senior Mastera/ Mistreeses

COURT LANE MIDOLE SCHOOL Hibry Avenus, Coeham, Portanouth Pod 2PP Second MASTER/MISTRESS—Group

MUSIC TEACHERS £11,000 p.e. le £20,000 p.e. Based in Tripoli, Libya Remedial Posts

(Minimum & years' esperiento I year coninari on Marriod/ Bingle Biatus Primnry Schooling evallable MONTROSC OVERSEAS 7 Dion House, Stag Place, S.IV.1. 01-828 4975/6/7/8 Steurbridge Road, Bromsorers Worts Rul DAD

Modern Languages

Other Posts on Scale 2 and abovs

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Physical Education

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BALING NIBBLE ECHOOL
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(Light to 12 years)
Required, for September, TEACH!
for PHYSICAL EDUCATION as
BOYS! CAMES WITH CINER
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Somerset

(b) Application forms and details (s.s.s. topicap) from at the schools...

SECONDARY

Kings of Wessex V.C. Upper Cheddar (13-18 mixed Comprehensive 720, 120 in each form)

MIDDLE SCHOOLS

Swammead Middle, fiminater (9-13 mixed, 400). For September, 1977 if possible, labeler, scale 1, for HSMS ECONSMICS, in be responsible for tasching the subject to 3rd and 4th year mixed classes. Some integraled studies required and an interest in games would be an adventage.

PRIMARY HEADSHIP

Reckleferd County Inlants, Youvil For January, 1978, HEAD for this Group 4 school. Previous applicants will be governed on request.

PRIMARY DEPUTY HEADSHIP

Pen Mili County Intents, Yeovil (192): St. Michael's V.C. First, Minshesd (131) For January, 1978, or earlier if possible, SEPITTY HEAD, for the Group, 4, 4-8 years, echool. Game/sports on edvantage, Glosing

PRIMARY

Bishop Handerson V.C. Primary Cofeford, Nr. Bath (180) Enihusiestic tascher, acale 1, to work in modern semi-open plus school interest in girlo games an adventage.

Bowlish County Infants, Bhepton Mallet (38) Inlant leacher, ecole 1. for Reception Class and an existing to play the plane.

Wiveliacombe County Primery, Nr. Taufnion (261)
Teacher, scale 1. for juniors. Temporary post. Please bisis any secoled qualifications.

South Pelherton County Junior, South Pelherton (147)
Teacher, souls 1, temporary, bill-time coat for one year only.
Withouses to sests with boys genus and switching.
Applications by inter is the Head at the school with luit details and names of two referees. Parcroft County Juniers, Yeovil (479)

Birchfield County Primery, Yeavil (328)

Two inlent teachers, both ecole 1, one for reception.

Teacher, essle 1, for lower juniors.

Applications by letter to the Hond at the school, with tuli details and names of two referees. Please state special interests.



Applications are invited from suitably qualitied teachers for the following poets in the Authority's service. All posts are Scale 1 unless otherwise specified. An esteriek before the school name indicates a social

Deputy Headship

*Meyhill Junior, Creidiol Road, Mayhill, Swenese This is a GROUP 4 School with a mixed pupil enrol-ment of 220 in the age range of 7 to 11 years (Post Ref. 2P30/1.10.77).

Secondary Schools

Cwmlawe Comprehensive, Pontardewe, Nr. Swensea (Mixed) (1,920 on roll) (ags range 11-18) (Post Ref. 4S13/2.10.77)

Primary Schools

DISTRICT 2 (SWANSEA EAST) WELSH

(Mixed) (270 on roll) (ege range 7-11) (Post Rel. DISTRICT 2/P26/3.10.77) DISTRICT 5 (NEATH)

INFANTS

Crynellt Inlente, Cimie, Nexth (Mixed) (310 on roll) (sgs range 3-7) (Post Ref. 0ISTRICT 5/P13/4.10.77)

DISTRICT & (PORT TALBOT) MATHS/AUDIO VISUAL AIOS

*Abergwynfi Junior, Abergwynii, Port Taibot (Mixed) (384 on roll) (egs range 7-11) Scele 2 (Post Ref. DISTRICT 6/P5/5.10.77) REMEDIAL

Centrel Junior, Broad Street, Port Telbot (Mixad) (185 on roll) (ege renge 7-11) (Post Ref. OISTRICT 6/P8/6.10.77)

Application forms and further particulars of specific posts are available from the undersigned on receipt of a stemped addressed foolsesp envelops quoting the appropriate post reference(s). CLOSING DATE. The closing date for the receipt of completed application forms is FRIDAY, 24th JUNE,

John Beele, Director of Education, Education Ospariment, Princess House, Princess Way, Swanses,

Metropolitan Borough of Rochdale

EOUCATION DEPARTMENT

SPOTLAND COUNTY PRIMARY (4-10)

Edmund Street, Rochdele, Ol.12.80G.

MIDDLE AND SECONDARY

Thornhem Middle School (19-13) Hillop Orive, Rochdele, Tel.: Rochdele 46262

Required for September-Interest in sport and/or out of school: solivities an advantage. Scale 2 evaluable to an inhusisette experience detectes who has had experience of and will orgasise field Visits and Club, which have appeals emphasis on Advanture Activities.

Oulder Hill Upper School (18-18) Gresve Avenue, Rochdele, OL16 INL Tel.: Rochdele 65222

1. FRENCH/GERMAN Scale 1

3. TEMPORARY TEACHER of

DOMESTIC SCIENCE

Required for Automin Igim 1977.

2. PHYSICS/CHEMISTRY Socie 1

1 term in first instance Scale 1

Littleborough High School (11-18) Calderbrook Road, Littleborough, OL15 9.10. Tel.: Littleborough 78888

TEMPORARY PHYSICS TEACHER

SCHOOLS

HUMANITIES

DEPUTY HEADSHIP Group 6

Applications are invited from sullably qualities and a portanged leachers for the Coputy Headship of the Group E primoty achool currently having 450 public to

PRIMARY SCHOOLS

MIDDLE

Technical Studies

Scale 1 Posts

BRADFINO (City of) BRADFIRO (CHY M)
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Other than by Subject Classification

Other Posts on Scale 2 and above

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Secondary Education

Headships

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Deputy Headships Senior Masters/ Mistresses

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CLAPTH

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LIVERPOOL DERUTY HEADTEACHEN C1.740 by C186(4) 10 E8.364 ST. PIUS X R.C. BOYS

Creamor Street, Livernool Number on roll 3945:

Applications are invited for above nost required for spinoster of as sonn as pus-ble increases. Amilealian forms and further definite being about able from talants of the form of the for

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Group II

Purpher particulars and opplication forms may be obtained from the loading from t

County of Clevelan

SECONDARY SCHOOL

HEAD TEACHER

LAURENCE JACKSON SCHOOL (Group II, Roll 1,547) Church Lano, Gulsborough, Cloveland TS14 9R0 | Telephone : Gulsborough 3412)

Applications are invited from suitably quelified an approximant touchers for this post of HEAD TEACHER at this 11 to 16 Cumpribusive School. The vector anser owing to the rulliament of the present Hear feacher at Ducember, 1977.

Financial assistance with household ramoval expense is sveliable in approved cases.

Forms of application and further details are obtained from the County Education Officer. Education Officer Woodlands Road, Middlesbrough, Cloveland T81 201, and should be returned by not leter than June 14.

BEXLEY LONDON BOROUGH

Blackfen School for Girls Roll: 867 Group 10

Owing to the appointment of the present Head Tead to a larger school, applications are invited for the

HEADSHIP

of this large escondary girls school-live-form entry & present. Appointment to commones 1st Jenuary, 185

Application forms, rejurnable by 17 June, systems.

Chief Education Officer for Schools (T5), Town Creyford, Kenl. A S.A.E. (foolecap) should be seen that the required a further S.A.E. should be enclosed. ther communication will be made unless application

KENT County Council Education Department

MEDWAY DIVISION Walderslade Secondary School for Girls, Chatham, Group 9 (Roll 700) Applications are invited from cultably qualified and experienced teachers for the post of

HEAD TEACHER

from the beginning of the Spring Term 1976, following the relisment of the propost Houdalstress.

Application forms and further perticulars from Divi alonal Education Officer, Fort Pill House, New Rond, Rochester, MET 1DU, to whom Hey should be returned by June 24, 1977.

Maylands School for Girls (Roll 730) Broadsione Road, off Albuny Road, Hornchurch RM12 4AJ

Required January 1978

Headteacher for thie 5 F.E., Group 9 Girls' Comprehensite The situated in modern buildings on one file. The vecsncy has erisen dus to the religional Headlescher

pressni Headleacher. There is a echeme for removel expanses.



Application forms and further delails svalished (S.A.E. please) from the Director of Educational Sets vices, Mercury House, Mercury House, Mercury Romford Settlement by the state of the s RM1 3DR, to be relumed by Monday, 20th June, 1977.

THE TIMES PURCATHUSAL SUPPLEMENT SUP

SECONDARY ...

Remedial Posts

Heads of Department

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Other Posts on Scale 2 and above

LEICESTERSHIRE BURLEIGH COLLEGE Thorpe littl, Loughborough, (Bott 1,400)

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BROMLEY

of all Lace, Biggis Ilil, Westernent, Koni Carlon for Scotember, partime of the Education Special Published Special Sp Purther enquiries welcomed, in-cluding from young learners. Audication forms from the Head-ingster to be returned by Monday.

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academic child are both required
(Srale 1).

OERBYSHIRE

BWANWICK HALL SCHOOL Oarby Road, Swanwick, Oarby, DESS LAE 11-18 Mised Comprehensive Write to the Hesdingslor for form of application and further de-ialla enclosing elamped addressed

RENVILLE COLLEGE

DEVON

HOUNSLOW

London Borough of)

THE HEATHLAND SCHOOL WEILINGTON HOST HOURS IN HOURS IN WALLES, TWA SILL Headmaster, Cooffrey J. Samuel,

Ital Course.

The school is ecganised on a year system with a mile of rooms for overly year. All incubers of stail ore expected to instribute its the work and schivilles of the Year

KENT COUNTY DOUNCE EOUCATION DEPARTMENT

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NEMEDIAL Scale 2 for muliably se-perioncod candidate. It leach the lower shifty range. Special mass sliewance. From the load. Apply immediately (no forms) with full periodizes and the names and addresses of two respects jatamped addressed snvelops).

Scale 1 Posts

NORTHAMPTONSHIRE BOITHWOOD SCHOOL Numbers

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By Subject Classification -

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Other Posts on Scale 2 and above

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HERTFORDSHIRE KENT COUNTY COUNCIL EDUCATION DEPARTMENT COUNTY COUNCIL COUNTY COUNCIL

EAST HERTS DIVISION
THE OUERN ELEANOR
SCHOOL
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All-shility, oges 11 to 16.
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Assistant TEACHER four
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KENT COUNTY COUNCIL EDUDATION DEPARTMENT

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NORFOLK COUNTY COUNCIL FOUGATION DEPARTMENT SAYWOOD PARK SECONDARY ICHOOL

Resilied from Sint August

TEACHER, ART

Scale:

To (with the subject of sileves to 30,00 pms oxemination.

Interest and skill is policy
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To active within aven days or

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DIENTWOOD COUNTY HIGH (Roll 1,300 Mixed Comprehensive) Chottled Common Prontwood Tel.: 0277 226463 ART .

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LUND SCHOOL Required in September,
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Applicational by letter in first
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JAINSFO/HT SCHOOL
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HAMPSHIRE
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HUMNUEAN SCHOOL
Barlon Cross, Horndoen, Hanta
Comprehensive Mived; II to 18;
1,000 on roll:
Hoquirod for Senjember 1977:
ARI TEACHER with special interest in Painting and Drawing at all
levria. Well-caulpool, purposobuilt accommedation. Scale I
Apply by joiter to Hoed with
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HAMPSHIRE

LOVE COMPILCIENSIVE SCHOOL

St. John's Iteed, Govo
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Closing date; 15th June 1977. SHEFFIELD EOUCATION COLLBY BUILDOI

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TEACHER of AR ((Scale 1) HAMPSILIRE
WILDEIN SCHOOL
licege End, Southampton
111 to 16 Comprehensive Mixed;
Roll 600;
ART. Emphasis on Three-Olmenelonal Art.
Curriculum vilce, two referees
ond simped addressed envelops to

SUFFOLK COUNTY COUNCIL

Walsall Metropolitan Borough **Education Committee**

Deriasion Comprehonsive School, Herberts Park Read, Darlasion. Teacher of History (Scale 1) to leach History throughout the school, including CSE and "O" level work. Possibility of Sixih Form teaching for estilable applicant: Graduose preferred; probationer would be occaptable.

Joseph Leckie Comprehensive School, Weistead Road West, Walsall. Specialist that her for French and/or German—Scale 1, Excellent new tacilities : 190 in Sixth Form.

Shelfield School, Broad Way, High Heath, Pelsall, Walsall. Graduolo togoher of German (with subsidiary Franch) to losch up to "A" lavel. This is a Scale 1 poet but a Scale 2 to available for a suitably experienced teacher. St Frencie of Assisi R.C. Comprehensive School, Erdington Road, Aldridge, Welsall, WS3 CRN.

This is a modern, purpose-built 11-18 mixed comprehensive consol with assabilehed courses is " C " and " A " level. Gradello Mathematics legibles interested in teaching a moderal mathematics programms throughout the school. Scale 1. Streetly School, Quesiett Road East, Streetly, West Midlands.

Required no scon as possible at this fully developed, mixed completeneive school, a well qualified and experienced Head of Ospariment for Molhematica (Socie 4). The subject is taught of CSE, GCE "O" and GCE "A" levels. There is a thriving und expanding eight form numbering 140. Pool Heyes Cemprehensiva School,

Specialist teaches of Music to share work in a live expanding Pelsell Comprehensive School, Pelsell Lane, Rushall, Walsell Teacher of Religious-Education tequired to teach like subject to pupile of all etilities in the medium sized comprehensive control. For a suitable candidate some examination work could, be made available and applications are invited from both experienced teochers and those seeking their lives appointment.

Application for the above mentioned posts should be made by detailed teller to the Head Toscher of the school objected, giving the names and addresses of two relates.



Regulred Autumn Term

Assistant Teachers

CALUDON CARTLE BOYS' COMPREHENSIVE SCHOOL Axholme Road (1.570 on roll)

(1). SPECIALIST ECONOMIST capable of working up to 'A'
lovel Ability to support either the Humarities or R.E. Depts.
assentist. Scoto 1.

(2) Scientist is PHYSICS or CHEMISTRY. State 1.

(3) HUMANITIES, please state specialism. Scale 1.

FOXFORD MIXED COMPREHENSIVE SCHOOL (Social Priority School) Grange Road (1,850 on roll) One-term julitima lemaciery pools, Experienced lengthers, GERMAN and ENGLISH, Social 1. WHITLEY ABBEY MIXED COMPREHENSIVE SCHOOL Abbey Road (1,840 on roll)

(1) BOYS P. E. Ability to coach Rugby and Cricket assential.

Ability to teach Geography elso an advantage. Scale 1,

(2) GIRLS P.E., excellent incliffice. Scale 1,

(3) PHYSICS or GENERAL SCIENCE with ability to teach Physice at least to 'O' level. Scale 1;

WOODWAY PARK MIXED COMPREHENSIVE SCHOOL
(Social Priority Gehoot) Woodway Lene, (1,200 on roll)
Physics to att levels including Natifold A. Level, some general
schange work is Lower School as advantage. Scale 1. Closing date 10 days after appearance of advertisement.

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TRAFFORD

COLICATION DEPARTMENT

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Careers

Other Posts on Scale 2 and sbove

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Scale 1 Posts

Classics

Other Posts on Scale 2 and above

Scale 1 Posts

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(Borotigh of) EDUCATION DEPARTMENT

WALTHAM FOREST (London Goropph df) BDUCATION COMMITTER EAST SUSSEX

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HALLSHAM SCHOOL

Bellie Rose, Hallsham

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Further details and confication
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Science—in school and beyond



Pupils will "engago together in the work of discovery"; "exchange ulaws" and "usk each other's odvice (Henry E. Armstrong 1899). Pupils in the laboratory at Northumberland Park School, North London.

Heurism resurgent?

Jim Eggleston on school science—and real science

most softous struggle for oxistooce to which our country hos ever bean committed. . . The latter years of this century promise to see us embark on oo industrial wer, of for more serious import then the military wars of its opening yeers, On the East, the most eystematicelly iostructed only bost informed people in Europe are our competitors; in the West, an coergetic off-shoot of our own stock, grown bigger than the parents, possessed of netwer resources to which we can make no pretension, and with avery prospect of son possosing that chosp import by which they may be actively utilised."

The deter 1886; the author of this lotter, Thomas Renry Hinzley, defooder of Dorwin against the onsieught of Wilborforce. The solution to the problems of núrturing a tachnologicolly. Hierate workforce and a climate in which invocitive esseculal flourish, was sought from tha aducational system.

Oco mon at least thought he bad the Answer; to adduce typudg mindes and hands to think add act sclontifically. Professor Henry E. Armstrong, FRS, industrial chemist and the subject is must be laught in such problems must be carefully grindly flourish, was sought from tha aducational system.

Oco mon at least thought he bad the Answer; to adduce typudg mindes and hands to think add act sclontifically. Professor Henry E. Armstrong, FRS, industrial chemist and toochor, ardent protagolost of a pre-ecription for science reaching known as the houristic mothed became was coloured to the protection of the protection of the color, and the subject matro of the protection most sortous strugglo for existence to which our country has ever bean committed. . . The latter years of this century promise to see us embark on on industrial wer, of fer more serious import then the military wars of its opening yeers. On the East, tha most eystematically instructed and bost informed people in Europe are our competitors:

Unlike most present-day eclence procedured on science teaching known as the houristic mothod, became probably the first systematic curriculum developers. Armstrong was cool towards the inclusion in gwilting in the early pert of this cantury concluded that, despits a was to be taught in schools, not to produce chemists, but as a vobicle for education. The contribution of science to education was cool towards the inclusion in the literary and mathematical training—the faculty of observation and experiments. In terms of curractly used schemata for curriculum devolopment Armstrong protects use of language) and of reasooing from observation and experiments. Interms of curractly used schemata for curriculum devolopment Armstrong protects use of language) and observation and experiments. Interms of curractly used schemata for curriculum devolopment Armstrong wrote in the literary and mathematical training—the faculty of observation and experiments. Interms of curractly used schemata for curriculum devolopment Armstrong was not respectively to precise use of language) and obliving prosent in schools. The contributed to the domisa of curractly used schemata for curriculum devolopment Armstrong was not respectively to the servation was the acquisition of the ckills of observation and experiments. Interms of curractly used schemata for curriculum devolopment Armstrong was not respectively to the servation was the louristic mothod feliculum in the lituristic mothod feliculu

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Times..

Thus one correspondent wrote
"We have clready started upon the most sorlous struggle for existence to which our country has ever been to which our country has ever been to which our country has ever been to the methods.

The structure of thought", and pupils ought to behave: "as far os possible place our students for observing accuracy; and the habits of observing the habits of observing students (must) be set to solve problems experimentally. The facts must slaves be so presented to which our country has ever been to them that the process by which

Contents

Stepping into the circle: John L. Lewis introduces the ASE "Science in Society" course The Strathclyde Biology Group "The Science of Life "biology teaching programme Teaching Nuffield physics—based upon a live technology within the framework of the methods of physics Advance warning: Frank Anstis on N and F examination proposals Safety in science: a balanced view of problems. and provisions In higher education the long-term prospect is not good for science: Alec Ross marks out some alternative pathways The BBC's Year of the Caterpillar Project Learn: a new community scheme from

considered by R. C. Vernon

Two great naturalists, Darwin and P. H. Gosse

Multiple Choice Chemistry

SI Units

Limp 98p

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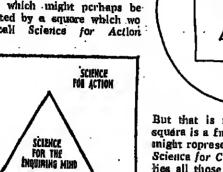
Stepping into the circle

In the past 20 years there have been great changes in science teaching. For the first half of the century there were few; the syllebuses reflected the science of the end of the nlneteenth century. In physics, for exemple, there was a concentration on definitions, on formula and on routine massurements. As a subroutine massurements. As a subject it was divided into distinct combined our fundamental laws of propartments, beat, light, electricity and magnotism, properties of matter and ducing evidence for the particulate some sound, when there was time for it in the overcrowded sylabus,

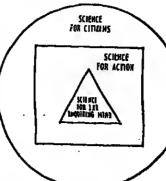
In 1957 the Association for Sciance Educatioo began the process of change by looking ofresh at the conjeut of school courses: they even daringly proposed the inclusion of a little "modern physics", which merely meant a little of what had been discovered in 1895. The launching of the first Sputnik

was the great srinulua to curriculum reform in the Uulted States. Their work showed us that more was needed than just modification of ayilabuses and the verious science curriculum reforms associated with the Nuffield Roundation great up in the Nuffield Foundation grew up in this country throughout the 1960s. Tha Nuffield programmes moved sci-The Nuffield programmes moved science toaching away from the rota memory work of the past and encouraged critical thioking by the students. This is not to say that there had not been such teaching lothe past, but the Nuffield courses gove e greet deal of encouragement to it. The atudent now has to think for himself, to look for evidence and to drew conclusions from that evidence: he is encouraged to be encouraged. Similarly, evidence: he is encouraged to be e scientist for the day. The Nuffield projects hove hed their influence on acienco teaching.

triangle, which might perhaps berapresented by a square which we could call Science for Action



heve to be considered. Similarly, one may learn ell sbout conduction, convection and radiation inside Are our problems over science teaching solved? The lerge number of teechera involved have been the triangla, but the decision where to put a convactor heater is a room lies outside.



But that is not all. Outsida that squera is a further region which wo anight ropresent by a circle and call Science for Citizens. In this region lies all those Issues of vital importanca, ospecially today, on which any citizen in a democratic country must noceasarily make decisiona, Political, social ond ecocomic

sions end our science teaching has almost elways failed in this in this past. We taught ebout radio-activity in our cosy triangla because we could provide experiments which gave ovidence for alpha, beta end gemma rediction. We omitted reference to fission, because school experiments on it were not very feasible. And no O level or A level course ever referred, in the pest, to breeder reectors.

Yet, decisions about them have to be made.

We have failed in auditor respect. The future well-being of this cannot depends on industry; herer before have we been in such need of able young men and romen to go into it. But no Small a proportion of the able consider engine partion of the able consider engine needing or industry. The growth needing or industry. The growth subjects as far as university applications are concerned are medicine, law, English and the social sciences.

The course will be an A/O level say worked terms in the educational it and this will be admissible in those between the social sciences, and the social sciences of the most overtion at allele in those between the most overtion at allele in those between the social sciences, and this will be admissible in those between the social sciences of the subjects as far as university applications are concerned are medicine, law, English and the social sciences.

The course will not replace the probably one of the most overtion at allele in the social science, when one is prepared and this control of the most overtion at allele in the social science, when one is prepared and this control of the most overtion at the social science, when one is prepared and this control of the most overtion and the social science, and this will be an A/O level say worked terms in the educational it and this will be admissible in those between the most overtion and the social science, and the social science, and the social science, and the social science, and the social science of the most overtice of the most overtice, and the social science of the most overtice, and the social science of the next the course of the next the course of the next the state of the next the sta

The Association for Sciones Education is also making a contribution to this and is currontly developing a science-in-society courso. We accept that the real noed is to hring an autoreness of wider issues into the teaching of 13 and 14-year-ohls, but this is not easy in the present framework of existing exumination syllebus (though the contribution of the Schools Council Integrated Scioneo

needing or inductive. The growth subjects as far as university applications are concerned are medicine, law, English and the social sciences, and higher and higher A level grades are needed far admission in these subjects. It is still possible in read engineering nith the lowest of grades.

Young ponple are idealistic end want to do samething worth while with their lives and the social sciences with their lives and they see medicine and law and the social sciences and want to do namething worth while with their lives and they see medicine and law and the social sciences with the social sciences in mothing neaple. We have failed in show that man is in any way involved in the science we have to offer. At least whis is a failure on the part of physicists, that the state been inciter, personals the billugists better still.

Schence teachers in not like and "relovant", but one of our relovant", but one of our matters right and what we need in matters right and what we need in relovant in the special science was not we do not know enough obout the widor applications or about matters right and what we need in resource material. It is encourage in ghet efforts or enow being made to provide it.

The association for Sciences and also have the subject of the widor applications or about the widor application or about

developing a science-in-society courso. Ws eccept that the real noed is to hring an awnreness of wider issues into the teaching of 13 and 14-year-olis, but this is not easy in the present framowork of existing exumination syllobus (though the countibution of the Schools Council Integrated Science Science Education.

This commitment to ishorators.

Consideratinns are involved laps, there was a deporable indeed decision making.

If olms like these are real course.

If our science will gerhaps been in joining together to form a basocn to be relevant to society team, the writers felt thet they course of the they coursely social to social the course in the new such the confidence, and hopefully and the folistic covaring the very wide range of the Associant to society team, the writers felt thet they course of the they dead the refore produce material unster of Malvern Csilety together to form a basocn to be relevant to society team, the writers felt thet they could pool their individual strength together to form a second to society team, the writers felt thet they could pool their individual strength muster of Malvern Csilety coording the very w

our project started with detailed and searching considerations of the practical espects of the teaching of biology. An analysis of the Sestish Certificate of Education syllabus and examination led us to produce some fundamentally new (at least to the west of Scotland ideas.

detailed schemes of work, and then into draft tesching meterials. The materials were subjected to thorough, even violous, shredding procedures, and then revised and duplicated. Feedbuck from the usa of the course by some 1,500 pupils from asven schools (ranging from selective grant-aided to totally comprehensive) over five years has resulted in further modifications.

In all of the work which followed we have borne in mind the following elms and objectives in teaching bloogy to our young people:-

Examination auccess: It is, perhaps, slightly unfashionable to start here, but we must consider first and foremost the needs of our and foremost the needs of our pupils. They expect us to make sure that they pass external exams. Only a small proportion really cara about our pet subject—s good grade on a certificate is what they are after. What we must do is to ensure this and by steelth and curning, fulfil our more noble objectives as well.

Comprehension of basic life pro-

cases.

Respect for life: This, I feel, is vitally important in this day and age, particularly since it has been the sad experiance of many of us that pupils channelled into blological courses in form III frequently come with the idea, often fostered in other departments, that biology is all obout "cutting thiogs up " and they entor the biology laboratory for the first time with a predatory gleam in their eya as they view the covery methods) is alcessary before a component the method of inquiry cao be fruitful. The pupils must gain experience in the method of inquiry—a component the method of inquiry—a componen

Furthermore, when one is preparing material for scrutiny by one in his corner. They essume that the next time they come he will be no wey diplomatic colleagues, one automatically looks mana closely and critically at the quality of the material.

An appreclation of man's position in his environment and his effect.

An elementary sppreciation of of life processes. Stimulation and extension interest in biological tonics

An awareness of, and experience in, scientific procedure.

Expanded to the experimental approach to problem solving, together with the awareness of the fact that there is no one experimental method of demonstrating opolnt.

An ewareness of, and experience

An awareness of some modern biological techniques.

Training in the use of second-hand dots as a basis for further nvestigation.

Developing a critical awareness of

How then could we best present this meterial bearing in mind (a) the sheer volume of the syllabus and (b) the fact that most of the apperlmental work was pupil

of knowledge (not attainable by discovery methods) is necessary before scientific inquiry cao be fruitful. The pupils must gain experience in the method of inquiry—a component easily written into structured courses—before they can progress to any original line of anguiry of their own.

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Perhapa this is the equivalent to what Bantock, in his paper Townrds a Theory of Popular Education identified as high culture, Heurlam as expounded by Armstrong would then be an englogue of Bautock's folk culture, acience as a process useful in the lives of ordinary pupils. Despite nearly two decades of intensive surriculum devalopment in school science there is still some way to go to schieve this goal.

The stimulus for the recent wave of curriculum development was the fact that, in Huxley's terms a tho scholarship, energetic off-shoot of our own stock became ewaro of the authors of the supremety of this most systematically instructed east. Again, the faith of politicians in the potential of the goods was evident. The duce the goods was evident. The response of the action of teaching community was to look critically at otisting courses and teaching instructed to leave the distinct of leave which were balleved to be affective but to leave the institutional patterns intact.

The three major achievements of science of the science our curriculum developments in affect of the action took a quantum step and reduced the color of the action of the observed in the potential of the edition of the action of the color of the col

chemistry) put the emphosis of the based learning has been long association of provide and the commitment to laboratory on the emphosis of the based learning has been long association of provide resistant to innovation was the council and particular work, including the particular is not inscribed by minimal in practice.

Science solialiness which had been the problem of the pro

opan to a cherge of editism.

When these two forces work logather the resultant does not lie in a direction conductive to hauristic solence. The effect of this is that everyone who learns science at school has o course which amphasists the soholarly virtue of the ebility to hendle conceptually sophisticated theory and use the lenguage of science.

Perhapa this is the equivalent to what Bantock, in his paper Townrds a Theory of Popular Education identified as high cultures, Heurism ea expounded by Armistrong would then be an enclose of Bautock's folk culture, acience as a process useful in the lives of ordinary sound the logation of ordinary sound the logation of the final rift between physics and applied mathemotics was a process useful in the lives of ordinary sound the logation of the final rift between physics and applied mathemotics was a process useful in the lives of ordinary sounds are process useful in the lives of ordinary sounds are physics. Blology on the other hand is a sound and applied mathemotics are physics. Blology on the other hand in the lives of the final rift between the lives and uncompared the physics. Blology on the other hand is a fact of the final content of the

physics. Blology on the other hand state, and attempts are mean matter for manage their learning in results these findings. Attention is these findings. Attention is ing paid to what teachers

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Notes were elso written for tecl nicions and, where on pupil experiment occurred, is, a demonstration experiment or theory lesson, a teacher's note was written.

As we progressed we revised ou meterial continually in the light o experience. As a group, we mel regularly, one evening, at least, each week over several years during which time much wes added one

Teaching the Nuffield Physics Course

By Anthony Hoskyns

In this article I describe the issues which have energed for me in trylng to plan and execute in the cleasroom a course of physics for agents untuilly looking at them with the problem in their fourth and fifth years, in order to try to sansfy students where they are doing and the students and have unswered willed the physics for an interpolating they predict in the cleatronic circuits; another they are working un them. The physicist from Imperial College in the croning a week in assist angune who wanted to repair they are working un them. The physicist from Imperial College in the croning a week in the computer tenning. I dispress that arise are:

"Why is there always un carth the helping people to do there can physicist from Imperial College in the computer tenning. I dispress that arise are:

"Why is there always un carth the helping people to do their own repairs would the need physicist from Imperial College in the croning a week in the croning a week in the computer tenning as they are working un them. The physicist from Imperial College in the cannot may even the said week in the croning a week in the physicist from Imperial College in the cannot not one or one evening a week in the croning and the said was they are working un them. The physicist from Imperial College in the cannot not on one evening a week in the croning that arise are:

"Why is there always unclude for students in the physicist from Imperial College in the cannot not even in the physicist from Imperial College in the cannot not even in the physicist from Imperial College in the cannot not even in the physicist from Imperial College in the cannot not even in the physicist from Imperial College in the cannot not even in the physicist from Imperial College in the physicist from Imperial College in the cannot not even in the physicist from Imperial College in the physicist from Imperial

wa have been doing in tethinking the experimental basis of teochlog fourth and fifth year physics is to explore the reletionship of scientific theory and technological reality. It is only by relating scientific theory to a live technology that we can get a proper perspective on the theory which enables us to distinguish what are the theory's essential basic concepts. If theory is faught shuply as a body of rules, the bosic enacepts are often given much less weight than the dotolied outs and bolts.

In optics we found that the essential basic was found that the essential basic concepts are often given much less weight than the dotolied outs and bolts.

Expendit to machines and instrumants and simply to be trained in their manipulation (as might lioppen in only secondary school) but in order to understand the indertyling principles behind them. The sort of dishonesty thut is prevalent in modern physics teaching at school and university level that the engles because students feel it deeply even though they cannot orticulate it, and it generates boredom.

Even the very few who ore to be prafessional physicists toust be ellowed long exposure to basic

these experiments.

A boy who hed studied the telescope picked up a microacope some months later and said to ma:

"Whet lanses ere there in hore?"
I said: "You can sea the eye-plece at the top". He said: "I suppose there is an objective down the pottom there". Once the student we becomes thoroughly familiar with a thia language he can begin to conderstand everything about light cand ite behoviour. This is much a more important then loboriously memorizing the complexities of to (SIN 1)/(SIN R) to describe the refrection of light.

This 11 year old girl has just built her

first electric car

Working from the Topic book on electricity she took the unique Graigle baseboard, 3 batteries, 1 electric

motor, a switch, four whasis end a nibbor bend, Ten minutes later, with the connections meda between the batteries and the molor, her Model

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Science and technology

Quite clearly, one of the things fare, that students should be wa have been doing in tethinking exposed to machines and instru-

much less weight than the dotolled outs and bolts.

In optics we found that the easentlel concept to concentrate on was the image. I have learned, in part from listenlug to a reaserch physicist, one of our meny collaborators in this rethink, that phases such as "fuzzy lunge" and "is that a shedow or an oni-of-focus lunger of these experiments.

"generates borcdom.

Even the very few who ore to be practicated long exposure to basic phenomene without being stified by ideal or formulized descriptions which destroy real understanding to entangle of the practical work, who ore to professional physicists ioust be ellowed long exposure to basic phenomene without being stified by ideal or formulized descriptions which destroy real understanding to entangle phenomene without being stified by ideal or formulized descriptions and force one to protend to entangle for one action of the practical and the practica to acquire for oneach. A rule scems to be emerging that the experimental work, which does encourage understending of what is happening, should be based upoo e live technology within the framework of the methods of physics.

Our unit on olectrical lostelletion which we call AC theory is an interesting example of a link between plysics end a thriving technology where the elements of "pura" plysics ere euriched by considering them in the context of wire and components available in Woolworth and very much a pert of the Do-it-Yourself scene and the building treds.

Oliver & Boyd

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Name annumentalismenta

How the you wire and switch un-

a rug circuit for wiring mulus suckets? Why do you need thick

themselves, each experiment is designed to teach e very specific and often trivial effect rether than to allow for genuine experimentation. In many cases the equipment which has been designed specially for the course has considerable potential, would be able to build, designed yet the course itsalf puts it into a

It is weak on electricity and par-ticularly electronics, so we decided to develop a whola section of the end very much a pert of the Do-it-Yourself scene and the building treda.

Building mains circuits throws up basic prablems which it is develop a whola section or the physics course to cover electricity and electrocics to buchda AC mains ond donneatic wiring. I worked on the moins (the "AC Theory" unit) and someons from the Post Office

"How du you wire one switch upstairs and une duversales in turn
un and off a bulb is the hall?"

"Is neutral worth? If not why
not?"

"Why is there a voltage between
a neutral and courh?"

"What are the reasons for using a ring circuit for twing malas
a ring circuit for twing malas
a ring circuit for twing malas

"It has taken more than five years
to upply all we have bearing to the
main course fur all the pupils in
the fourth year, and we have not
flashed yet, especially as the
wealth of material on electromagnetic effects in sound and commulcation has hardly been
in a flashy
must be enare surgest.

suckets? Why do you need thick wire to carry larger currents?"

"How could you ampress a light switch clicking over the hi-fi or hoote or in the laboratory? Why does this happen, mayor?"

Remember, all of this is in the middle of building circulus that work from a meins fusc hox.

How the course begon

I began eight years ago with the Nuffield acheme and tought it straight from the printed material. In the Nuffield course, although great emphasis is placed on the pupils doing the experiments for themselves, each experiment is de-

would be able to build, designed in each case to teach them the basic circuits used in electropics and some of the concepts involved in understonding them. We decided to be driven only by their approval and his determination to make what was done the hest electronics possible in terms of design and explanation because them. explanatioo, because ilieso were what the pupils seemed to take

It was interesting to watch how ho worked. They started by learning to solder properly, make good solder deints, to ley out circuits neetly and take e pride in their work. In the flye years he designed 15 basic circuits which pupils could take home, mostly using a alno-volt bottery.

Bach year I used what he had produced and reported bock to him, bringing pupils who were hoving difficulties to see him. In the even hings. By concentrating on those with difficulties, we were oble to see how the content of the course, the instructions and oxplanatione, students of 15 and 16 want to understand is the key issue, and hat the students of 15 and 16 want to have found be improved intil a former physics and in want were able to work with. Their both teacher and pupil, many dolight to being oble to take the circuits home, the confidence of the pupils in electronics and their intorest later in the sixth form is evidence of the volue of confidence of the second dence of the volue of confidence of the second dence of the volue of confidence of the students who are going to use it.

Student participation in this cur-

Student participation in this cur-riculum research came about from riculum rescurch came about from my attompts to create a convivial environment, ottempts which proceeded all of this. I append the inboratories in the lunch bour and after school end pursued o policy of reacting in whatever the students suggested with e "yes" rother than o "no". I introduced a num o "no "the students rejected them and kept if they were enthusiastic.

The atmosphere in the laboratory was not right, so I fitted a hi-fi amplifier and speakers into the laboratory, with a radio and turntable; some purils actually found it easier to work, with Radio I in the back-ground, while others started to bring.

was not right, an I flited a hi-fl amplifier and speakers luto the laboratory, with a radio and turntable; some purills actually found it easier to work wide a fadio I the background, while others started to bring their own records. Wa surted e treeped does club. As I got to know the students (especially in the ovenings when thay came up to work in the Youth Centre) I decided to build on the encess of the music and make aveileble other facilities which could be loosely allied to physics. We introduced a loen sofwice for equipment at the weekand.

We designed and built radio controlled cars and introduced photography with a parmanent derk room. We built a discotheque and used it in the school hall and local clubs.

We designed and built radio controlled cars and introduced photogoraphy with a parmanent derk room. We built a discotheque and used it in the school hall and local clubs. We encouraged thosa with an intorest in elaptronics to built and interpolation in the physical in Experiment in the teaching physical in Experiment in the physical in Experiment in the physical in Experiment in the caching physical in Experiment in the physical interpolation in the physical

studying a course that is used in artracting students and less them. They are ential to a mulation of a cause strong. need setting out clearly,

Students ila nat expect le se in a flishy competitive sens ? must be enabled in know that are successful by the support students and from gaining it of what they have ochiere

Understanding

Confidence comes from 1-standing what you are 1 This is the heart of he and students judge the jug-their classrount experience 1 confidence they can feel teaching used to help them atend. I cannot divorce to of planning a course as at from the community research evenings et the Youth Cente in this informal context de have learnt something of the lems of understanding controllers of understanding controllers on the condition of the condition of which it is mode possible. students,

The way in which I street, classroom environment after the students are coalled a stand. I have learnt its, they want to understand, it's uso them as they needed I is what I mean by construct their on the construct the construction the construction that the construction the construction that the construc where they can.

The areas in which he as so ore quite duffilled he incredibly sonsitive about he strategies for understanding are his end if any hubit of mind kernet to understand.

impossible.

It is not cusy to assau how costul we have been pour criteria af survess, which are directly on click your of the with nearly 2,000 pages before your confidence to that science noed tory quite betom frem. In process of aming this confidence of aming this confidence of aming this confidence in the confidence of aming this confidence.

Advance warning

THE TIMES EDUCATIONAL SUPPLEMENT 3.6.77

Frank Anstis on N and F examination proposals

Science tenchere, now enjoying a respite from debating proposals for a comman system of examinatious at 16 plus, shauld be preparing far continuously shauld be preparing far ooother controversy which is likely to be enliveued by even greater extremes of rhetoric. The new dehata will again be initiated by some Schools Council proposals on examinations, but this time attention will be directed to the 18 plus transition from the sixth form into tertiary education and work. transition from the sixth form into tertiary education and work.

The new proposals, calling for ridesweeping and fundamental clianges in the examination system, will affect not only our methods of essessing school leavers but also, and this may prove the more important and most controversal Important and most controversal issue, the content and structure of the sixth-form curriculum. Changes, which may more frequently be described as revolutionary rather than welcome, will be expected in sixth farms which have previously been regarded as the cornerstone of our

educational standards.

The genesis of these proposals is to be found in a 1966 egreement between the Schools Council and the Standing Committee on University Entrance. This egreement effectively identified several reasons for serious dissensated with the sixth-form curriculum as at present armoged. Then, following abortive proposals for a new structure based on Q and F, a saunder basis for constructive improvements was prostructive improvements was provided by the Schools Council's three lengthy working papers 45, 46 and 47. Sinco 1973 these three reparts have been available as a closely reasoned indictment of the

the wey shead.

The suggested route shead has now heee explored by the Sohools Council through the ogcocy of a number of specially astablished syllabus steering groups, and it is the reports from these groups which have now been completed and will be ready for publication later this year. Unless shose of us concerned with education, buth of sixth form level and beyond, are totelly conversent with the three seminal working papers mentioned above, then any debate on what is to follow will be both feelle and unhelpful.

unhelpful.

The publication of working birees 45, 46 and 47 led to a lively public debate, and most readers will already be familiar with proposals to establish a two-level syllabus and examinotion structure with both N (normal) and F (further) levels. The scheme's most novel feature is an attampt to broaden the sixth-form curriculum by requiring the study of five subjects instead of the present norm of three, with two of the five subjects possibly being taken to F level. Both N and F level exominations would be preceded by two years' study beyond a standard equivalent to the present O; level grade C.

The most obvious consequence of

The most obvious consequence of such changes, more certain then eny conceivable benefits, is en approximete balving of the time eilowed for each N level course compared with the present ellowent for an advanced level subject.

The forthcoming Schools Council coposals will be based upon reports

ntlicr recent developments, ere described in e Schools Council pro-gress report for March, 1977.

Although all school subjects will he offected by these studies, it may be ergued that it is the science departments of schools and universities which will be mast affected by the changes being moated. Science courses ere especially dependent upon the depth of work which has traditionelly heen tackled at sixthform level. It is difficult to imagine many science departments which will not cansider, in the first lastance, that they have more ta lase than to geln from the propasols.

pasols.

The Science Syllabua Stoering Graup's report includes e cany of the proposals from each of the working parties, and will provide an opportunity for appraising e variety of approaches to the N and F proposals covering physica, chemistry, biology, physical science and integrated scienca. These suggest carefully detailed schemes for pussible N and F level courses; and with minor reaervations, the science steering group has been persuaded that there are good reasons for belleving that they are worthy of further consideration and public debete. The very detailed nature of the syllobuses, so belieful as exemples of what can be dona, may encourage the belief that they are proposals of what must be done. This le certainly not the casa.

It would be unfair, in a abort

however, to give an advance warning enobling science teachers in particular to be olerted for the furthcoming nublications and prepared for the debate by further study of the relevant working papers. licular to be olerted for the firsthcoming nublications and prepared for the debate by further study of the debate by further study of the debate by further study of the schools be relevant working papers.

It will certainly be difficult to Group.

avoid a temptation to challenge the new proposals simply because af their threat ta the femiller existing order; but argumeous must be developed an the basis af a saund under-stending of the prublems that have yet to be resolved and of the wider implications af the proposals.

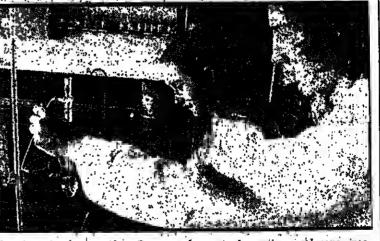
My mejar uneasc os a member of npportunity far discussing metters of general practicability end desirof general practicability and desir-ubility which, despite the specific charge from the Schaals Cauncil to discuss the "implications" of N and F, were considered to be outside our terms of reference. Over-shadowing this unease, bowover, hos been admiration for the work of the six smell working parties respanand sempla questions.

These groups worked within small budgets end with little time in which ta complete their work. Although of first it seemed that they could do little ather than a selssors and paste operation on existing sylle-buses, they oil produced new sylla-buses which the stearing group ecknowledged to be amply solisfy-ing and decounding for the pupils

The fortbonning debate could easily become centred on the ectuel content of these detolled syllabuses, but it is important to realize that thera is na roeson why axeminations boards should not each produce quite different elternative syllobusea which equally well satisfy criterie for providing an ecceptable caurso in any given subject.

If, in the end, effective opero-tianel etudies can demonstrate that e broedened curriculum really daes echleve the hoped for improvement in the quelity of the whole sixth This is certainly not the casa.

It would be unfair, io a short space, to oftenpt any summary of these lengthy reports because they could so ossily became uniscopesented. It does seem expedient, leasten singly towards the gnal, but



Overleaf Professor Alec Ross morks out ollernative palhways into higher science education for students such as these two at Banbury

continued from page 39

we had make this decision to publish we had make this decision to publish we reviewed the meterial once more and expended it to toke account of CSE and GCE courses. The teachers unter which started out as a fulry humble component of the whole peckage arew to become a teachers' resource book providing beck-up meterial for the enthre course, perticularly considering the needs of the non-specialist blologist who mey be leaded and simulation of underly decision. The teachers in the sunder the tinks has to be done, or is best on theses, in to predict the outcome of extension work. These questions accomplished by 'routine drill'. Repotition does indeed appear to be one desirable condition for instruction, but only one. At least methods, and provide a valuable form of continuous assessment.

New situations dealgned to test and consoliders the understanding of existing ideas.

Pedicine to take which started to toke the full to toke the tinks has to be done, or is best one complished by 'routine drill'. Repotition does indeed appear to be one desirable condition for instruction, but only one. At least of consoliders the understanding of existing ideas.

New situations of discoveries which will be cher than allowing the understanding of the tinks has to be done, or is best the tinks has to be done, or is best the tinks has to be done, or is best the tinks has to be done, or is best the tinks has to be done, or is best the tinks has to be done, or is best the tinks has to be done, or is best the seconpolished by 'routine drill'.

Repotition does indicated the tinks has to be done, or is best the tinks has to be done, or is best the tinks has to be done, or is best the tinks has to be done, or is best the tinks has to be done, or is best the tinks has to be done, or is best the tinks has to be done, or is best the tinks has to be done, or is best the tinks has to be done, or is best the tinks has to be done, or is best the tinks has to be done, or is best the tinks has to be done, or is best the tin

New situations designed to test and consolidate the understanding of existing ideas.

tion of having to teach a biology course.

The pupils' notes—our original workslicets, also chaoged their (or mat and breams non-consumeble pupils' texts as did the experimental instruction sheets, and technical instructions to each section introductions to each section covering background knowledge not of the "In its simplest form, this meens simply that it seems to be better for leerning if one can get the student to respond to a situation in his own way, and in a way which is elao correct, rether than heving that the teacher says or that the book says" (Robert M. Gagne, "Tha Learning Requirements for Enquiry", Journal of Ressarch in Science Teaching, 1963, 1,144-153).

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Safety sense

By P. C. Merriman and T. P. Borrows

In this article we sim to present a bolacced view of the problems and provisions for sofety in science estimate to provide adequate storage for flaomable chemiculs. There is a fear, not, that manney spent on safety will lead in a reduction in finance available for books, chemicals unit on all sides by advice, restraints, consuraints, legislation, and other pressures (aften financial), including, sometimes, unexpected and unitative convents.

All are aware of the convents. ing, sometimes, unexpected and unduce emphasis on relutively trivial mishaps.

accentisted the problems of sufety in school science; st the semo time thore has developed a greeter aworeness of the iosues. For example, schemes such as Nufficial science have greatly invested the science have greatly increased the number of pupil practical work. With the incressing number of enumerical number of enumerical alve schools there are more punits, of a wider ability range, involved in practical science of an increosingly

The trend towerds integrated and combined acience courses means that teachers are often working nutside the discipline in which they were trained and thus may be ignorout of the inherent hazards: the work on microbiology introduced in Nuffleld Combined Science has ceused some such problems. One ceused some such probleme. One effect of the expansion of education in racent years has been their currently, there is a large number of relatively luexperienced teachers—and for science teachers there is still no requirement of a course of pootgroduate training.

In England ond Wales science, unlike other practical onbjects ouch as homa economics and metolwork, ie etill largely taugitt in full-size classes of 30 to 35 pupils. Ovar-sized classes in under-sized laborntories must be at least e contribu-tory factor in the incidence of the minor burno and cuts of the fory ractor in the incidence of the minor burno and cuts experienced in all school eclence. With the present surfelt of teochers is it too much to hope that England and Wales might ochieve pority with Scotland, which hos long insistents a unaximum of 20 for its sciency closes?

closses?

Young people are these days encouraged to be more independent and to take quastioning ortifudes. Thoy are thus less prepared to accept authority of the "Do as I say" type, and the sid concept of control of classes no longer outomatically applies. Whether this is a good or a bed thing is irrelevant, but aclenca teachers must sllow for it. It underlines the pereasity for increosed professionalism on thair pert, not only in their authority and toak handling of e class.

It is encouraging to find that It is encouraging to find that porants ere usually prepared to eccapt teochers as competent professionals; however, the overstance parent her been with us since warm winter woolles were invented.

Teachers are very conscious of Teachers are very conscious of an increased awareness of their responsibilities in heelth and sefety, undoubtedly enhanced by the coming into effect of the Health end facty in Work Act, 1974. But it must elso be remembered that the principal aim of this legislation is to protect them as emoloyees, not to overlood them with exclusive recognibility for their pupilo.

They often seem to warry with

They often seem to worry, with out real justification, that they may he held responsible under the Act for incidents resulting from fectors which are not reolly their fauit—

All are aware of the current financial pressures on Lears, leading to cost-muscions attitudes. Even mentary provisions, such as that

elementary provisions, such as that of sufety spectacles, for example, could not up a quarter of the science department's unusual allowancu in some achools.

Finance, however, is not the sule consideration: there must be education of teachers in correct or improved techniques, and an appreciation of sufe procedures as un integral part of science teaching. This

ciation of sufe procedures as an integral part of science teaching. This cannot be achiered are night.

Teachers, like scientists everywhere, sre becoming increasingly owner of the hazards of materials they may hove been accustomed to is a smalling with scant respection mercury and benzene for example. The raxicality of anist substances used in industry is ss yet unknown, and to this knowledge, when it is obtained, will be the need to add that which relates to schools and young people. young poople.

young poople,
Is mercury, for example, more hozordnus to children than to odulte? What is the effect of intermittent exposure? Teachers of the "chalk foce" ore often not in sposition to sssess the hazard involved in a porticular chemical or procedure: increosed education—industry lisloon would help to improve this.

prive thlo.

It lo, perhope, worth considering what anurces of information and help ore ovailable to teachers. For many years the Association for Science Education and its predecessors have been advising members through such publications as Education in Science, The School Science Review and Sufeguards in the School Luboratory (first published in 1947, and now in its seventh edition).

in 194, until now in its seventh edition).

The enthors of this erricle ero frequently involved in moetings and courses throughout the country ond the open country of the country, they gave up o day of their holidays to ottend showe the degree of concern felt.

Professional hashtudens (e.g. the Chemical Society Royal Insulting of Chemical Royal Royal Insulting of Chemical Royal Royal Insulting

The hesd of the aclonce department has an important part to play: he has to function as a sufety officer, whether or not this is recognized in his job description or his remuneration. nized in his job description or his remumeration. Ha con create an atmosphere of sofety consciousness, for example, by including sufety as a rogular item on the agendu of departmental oregings, and he has a porticular responsibility towards newly-qualified teachers and inexperienced technicians.

end inexperienced techniciana.

A major acurea of weery in education as much as in industry, in the over-reaction which some times occurs to new knowledge

and reciocidents. It is particular repretable when those in audication that the DES did on asbestos.

A testage of appraisal of it relative hazards of the year asbestos ponduers likely to be encountered in school steep together with practical suggester for alternatives where necessary would have been more use to testastroom tearher than a raise impractical recommendation took happing all such products. However, it is pleasing to report that the its critique to suggest that the bis has taken this point to heart at that its administrative memorands on mercury will be much man carefully thought out.

Shuilarly, the media does to thelp by exaggerating small has deem by the products of the deem of the products of the products of the media does not be the products of the media does not be the products of the media does not be producted to the products of the media does not be producted to the media does not be producted to the products of the media does not be producted to the products of the media does not be producted to the products of the media does not be producted to the products of the product

help by exaggerating small be denis into major disasters. The b

idents hit o major alleasters. This is recent scarce over the thermomes which broke in on uven could not more usefully and positively be given recognition in the speed of effectiveness in the evacuation provided by the hospital surface of the evacuation provided by the hospital surface, but also warked.

The introduction, in Octobe 1978, if the Regulations on Safet Representatives and Sofety Committees in likely in have profess feets: much will depend on be these one implemented.

For instance, school-based safet committees may be out up with a site and these would have some sentencing staff cauld have some sentencing s on safety committees, but in the appreciation of their expertise it will surely the desirable that they should be a classical the same of their expertise it will surely the should be a classical than they should be a classical than the same of the same o

clection.
Industry, particularly the chance industry, is octively onticipading the statutory intrinduction of the performance of the control of industry, unking it difficults follow the industrial pattern, but there is a need for argont ection.

Without wishing to indust chante

Without wishing to invite a charge of complucincy it is worth mentioning that all the statistics august that science inheratorice ore said that science inheratoric ore said that should be suggested a ban so rugby feetheld despite the certain of serious injuries for some players but, as has been pointed out the Belucation in Science and elsewhere those in science teeching do have to sak whether receanded better those in science teeching do have the said sustify any risk involved. This is the fondamental approach adopted in industry hexards are recognized but, by autablu action the risks associated, with these hexards, their chances of actually giving brouble, are misimized.

Without wishing to invite a charge

Siring brouble, are minimized,
Surely through commonsense and
thoughtful artitudes on the part of
oil concerned, science teaching can
nchleve its ends while regulated
practicable, enjoyable and office
of the Health and Sajety at
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tary of the Sajety Committee of the
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Health Council.

Chemical Industry onery Health Council.
Mr T. P. Borrows is chairman of the Laboratory Sufreguards Committee of the ASE and head of the scionce department, in a Laboratory scionce department, in a Laboratory scionce department, in a Laboratory scionce department.

In higher education the long-term prospect is not good for science ... Alec Ross on forward planning

Marking out alternative pathways

Now that we hove established a school leaving age of 16 for all it should be possible for a start to be made an organising rhe confused, overlapping and to some extent mutually contradictory arrangements which characterise education

ments which characterise education in the psst-compulsory period.

This confusion is particularly damaging to those who wish (and asms of us think ought) to continue elong the path of science. One path is very clear: stay on, take A levels and, if you are lucky enough to get two or three passes, no matter has poor, some university, callege or polytechoic somewhere will take you on a science course.

degree courses.
Science, like other disciplines, is dominated (and rightly so) by what happene at the major institutions offering advanced teaching. The wast-back effect of what happened in these dust trades in the privile. wash-back effect of what happened in those institutions in the sixties and seventles has, however, had a far from wholesoma effect on the lower level courses which thanaelvee play an extremely importent part in the provision of the skillad manpower et the levelo which the

country needs.
The traditional balance in higher education between science and noo-science-based subjects was repro-duced when the naw universities were established in the late lifties and early alxnes. When Robbins brought 10 major technological losti-tutions into higher, education pro-par, the balance began is go, wrong, almost immediately Mr Croslend ipped the balance by creating 30 fairner adence-based major institu-

There are a few recent signs that the flight from ocleoce may not be so strong as it was. Mra Williams at Imperial College on March 31 noted that in terms of UCCA applications (and agoinst an overall rise of 8 per cent in 1977 as compared with 1976) there was a rise of 13 per cent in applications for engineering-technology courses though one of only 6 per ceot for pure science. This looks like an internal alift within the science-based group from pure to applied ond we have yet to see how meey of these appliyet to see hsw meoy of these applicants actually enter.

Whatever wind is twitching these straws, the long term prospect is not good for science; in the decade ending 1974-75 the group of school leavers obtaining two or core A levele in science subjects alone fell from 39 per cent of all two A leval leovers to 31 per cent. The group with mixed A levels increased from

11 per cent to 20 per cent.
Over the some decade the number of A level caudidates in further education eoteblishments doubled; 10

cation eoteblishments doubled; 10 years ago half the passes obtained were in science whereas in 1974-75 only one in three of the passes were in science. (Statistics of Education 1978 vsl 2, HMSO.)

The full effect of the flight from eclence is masked by two further factors. First there is a strong movement, notwithstanding the increase in feed, of overeeas etudents into our colleges of further education, polytechnics and universities for A level and degree courses. The weight of this falls in the science-technology area.

relatively less prosperous country a such as ours can concelvably maintain some 70 (not counting the colleges of higher education) major research-based institutions.

This is not to say that only the universities should do research but it is to say that for some institutions the more advanced courses should be withdrawn. We must move students about rather than try to provide everything everything try to provide everybling every-where; we must tackle the problem of credit-transfer even if it does involve for some etudente an extra year's etudy.

Credit transfer without lose of time is rarely academically possible and we must begin to come to terms with the idea of four-year conross for some scientists. The able scientist ehould, as now, take a three-year course but we must develop alternative pathways of the two-plus-two variety recognizing that the first two may be for a lower level award such os the HND or DlpHE.

If we caunot direct more of the most eble atudeuts towards science, we should consider giving some of those who do offer themselves for science courses isager to moster an isoreasingly complex area of etudy.

in freed, or overeas students into in the sixties and seventles has, however, had a far from wholesoma effect on that lower level coursed which than allower level coursed which than allower level coursed which than allower level coursed which the provision of the skillad manpower at the level which the country needs.

The traditional balance in higher education between science and nooscience-based subjects was reproduced when the law universities were established in the late fifties and early alxides. When Robbins brought 10 major technological lostitutions into higher education into higher education property alxides. When Robbins were established in the late fifties undearly alxides. When Robbins brought 10 major technological lostitutions into higher education property alxides. When Robbins were established in the late fifties therefore, one of the stillad manpower at the law universities and the provision of the skillad manpower at the provision of the provision of advenced level higher attention and will provise the provision of advenced leve

about the "baby strike" (which began in 1964) and the "flight from science" in the schools. Even without the flight from science there would bave been a mis-match between the aupply of soid demand for science-bssed places in tertiary level institutisms.

There are a few recent signs that the flight from science may not be sectors of the provision of degree that between 1970 sud 1975 polytechoic science degree enrolments increased handsomely from 6,267 to 9,450, HND scienced-based enrolments in both the university snd public sectors of the provision of degree to the flight from science may not be sectors of the provision of degree courses in science. If we adhere to 2,119); some 17 per cent of HND science based enrolments and 63 per

courses in science. If we adhere to the excallent exist "undergraduate teaching in an atmssphere of research", we must face the liliogicality of sesuming that a relatively less prosperous country such as ours can conceivably maints in some 70 (nst counting the colleges of higher education) major research-based institutions.

This is not to say that only the universities should do research but it is to say that for some institutions the more advanced courses.

2,119); some 17 per cent of HND acience based enroiments and 63 per cent of HNC enrolments and 63 per cent of HNC enrolm colleges of education.

colleges of education.

The colleges of technology and the colleges of further aducation offering middle-range sub-degree science-based courses find "their" atudents leaving them to take degrees (and not always science degrees) in dieee supposedly more prestigious institutions. It is to be hoped that more effort will be directed towards encouring students towards HND and that the Technicians Education Council and Business Education Council will develop awards capable of being recognized as fulfilling part of the requirement for a degree.

This is not to eay that they should,

This is not to eay that they should, like the DipHE be the same as two

vears of en honours degree: th degree experience and the diploma experience obsuld he different if only because they offer different woys of odvencing in knowledge and skill.

skill.

In eny case, we have become accustomed of lote to placing graduates, including science graduates, in jobs formerly teken by school leavers; tha graduate secretary and graduate technician are cases in point. It is legitimate to ask if it might not have been better to train thesa people first as technicians and to built in the possibility of going on to a degree if that appeared in due course to be the appropriate thing to do.

Post-school education in the 1960s

Post-school education in the 1960s and 1970s has operated on tha social demend principle espoused by Robbins; this principle hes, overall, worked well but in detail has not worked well as regards aclence. The educational planners that left their provessions they also have lost their nerve sioce they di covered that theire is anything by

when funds are plentiful it is legitimate to "let all the flowers bloom", but wheo funds are short such profiligacy is irresponsible. It le time for a major review of educement policy in relation to the post-school education of science based students of all levels.

Science is too important to a small country occling to live on its brains and inventiveness and too expensive to operate to leave to the vagaries of cocial demand.

Alec Ross fe professor of educational research at the University of

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A new scheme in The USA brings in volunteer experts from the community. By Andrée Brooks

Amiliation from and like ther details avaidable from the Head at the school (mamped; edurated envelops, please)

Economics

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THE TIMES EDUCATIONAL SUPPLEMENT 3.6.77

SECONDARY

NDHACH SCHOOL By Grammar, 940 boys, Founded SEFTON

Motrouvillen Borough of) Nixin Foat. An ability in icech Ecoaonics would be as advantage, Scale a poel presible for autable candidate. Aprily by lotter to the Headman are as soon as possible giving curriculum vilse, the names and addresses of two referees, and delied of other subjects offered.

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BLACKBURN NOTICE DAME IRRAMMAR SCHOOL itequired for September, 1977: — A UNADUATE TEACHER OF ECONOMICS up to and nectuding Advanced lovel, (Ournham Schol), apply with reforences, to the

BRONTLEY London Borough off NEWSTEAD WOOD SCHOOL FOR GIRLS

HERTFORDSHIRE

Apply to Head in writing

AYDON SCHOOL Hishira Lane, Bestcote, Pinner ead Teacher: Designated Miss N.

CHOOL Island, N. Finchist, N.18 olophone; 01-445 8355 V.A. Girls. Roll 640; Sixth Form

BERKSHIRE

Other Posts on

BARNET

Scale 2 and above

capable of mains unastantial arrangements. Apply with details to the Head-maser mains two referees and sucting WSA 497 (stamper addressed envelope). Forther information is available of regions. Oliosing data 20 times 1277

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Applications giving full details as to qualifications and experience together with the nonce of two reforms to be ant to tile treatmenter as alon as possible. department run courses leading to 10 pt lovel and C.S.E. Modes 1 and 3. Please apply direct to the Hondamssier seading Leatmonints, references.

Education Department REQUIRED FOR 1st SEPTRMBER, 1977:
Applications are invited from qualified teachers for the following vacancles:—

Newport (11-18)
BUSINESS STUDIES—Teacher to joio the Department and be able to teach a combination of any of the following subjects: Commerce, Commercial Studies, Accounts, Ecopomics.

(11-18), Chepstow

FAIRWATER COMPREHENSIVE SCHOOL

(11-18); Cwmbran GLANYRAFON JUNIOR COMPREHENSIVE

GLYNCOED JUNIOR COMPREHENSIVE

SCHOOL (11-14), Ebbw Vale

This is a school of 1,100 pupils in the 14-18 age range housed in purpose built premises.

REMEDIAL DEPARTMENT—this Department has six members of and working very much as a reom end achieving excellent results. Special Schools allowance

SCHOOL

(a) MUSIC—to share in "O" and "A" level teachwould be un adventage

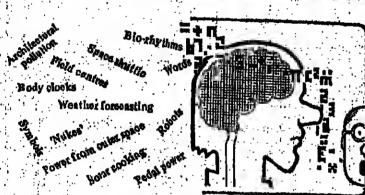
DUFFRYN COMPREHENSIVE SCHOOL

(a) COMMERCIAL SUBJECTS.
(b) GENERAL SCIENCE, particularly Physics, in the

SCHOOL (11-18)
HEAD OF DRAMA—experienced and suitably qualified beather is required to be responsible for the teaching of drama which all forms in years 1, 2 and 3 take and for which there are option courses to public examinations in the 6th form general studies. Drama teaching is expected to contribute significantly in the developmen of pupils' confidence in skill in controlled oral expression. Scale 2 or 3 for statelly experienced and qualified candidate.

SCHOOL (11-18)
MATHEMATICS—Hous. Graduate preferred, to take some 6th Form work.

magazine of science, technology and your environment



These are just some of the fascinating topics which will be covered In MGP's new magazine - QUEST - due to be published this

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(11-16)
PHYSICAL EDUCATION—to teach girls throughout the school and to teach some general subjects in the lower school. Applicants from a recognized Physical Education College and Advanced Stage preferred.

SCHOOL, Bbbw Vale (11-14) NEEDLEWORK (mainly) and t mathematics and girls' games.

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NEWPORT BETTWS COMPREHENSIVE

mg, orchestra, small groups and classwork.
(b) ENGLISH—to teach throughout the school. Drama

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Application forms and further details for THIS appointment available from the Headmaster, Newport St. Joseph's Comprehensive School, Tredegar Perk, Newport, Gwent NP1 948. Application forms obtained from the Director of Education, County Hall, Combran, Gwent, should be returned to the Headmaster of the second by 18th Tuna 1977.

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SOULATION COMMITTE ST. IGNATIUS COLLEGE (Lower School) Enliold Hoad, Entield, Middl (Knil 1211 buys; under lie dia of the Josuit Cutters; Hanutred for Systember:

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FAIRFAX UIGH BCHOOL (Holl 640 Ooya) Fairfax Drive, Westchift-on-Sea (S60 ORG Tol.; 0702 49586

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EAST HEATS DIVISION

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COUNTY COUNCIL

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SANDOWN INCH SERIOUL
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(Group 12: 1.302 on roll)
(Age range 12: 18 years; Mixed
Comprehensive)
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CROYDON . (London Borough of) BT. MARY'S R.C. HIOH BCHOOL Worden Red H. H. HOH SCHOOL WORDEN RED LAND CRID 2AB
Tel. 01-566 3827
Tel. 01-566 3827
'A HOYS' PILYBRCAL BUUCATION TEACHER is required for this ratibile Mixed 11-15 school. Psei-silics include a well sequiped gymnasium and fins Sports Hall.
Applicatie must offer an additional subject, prefereby Religious Estates. Summing. Sainty Surnitain Scale
(8.T.A.P.) with London Area Allow

BILLERICAY SCHOOL School Read, Billericay Telephone: 02 774 55191 (Roll 1,30) Neigh School; 200 plus in Slath Form) BOYS' PITYBICAL EDUCATION London Pringe Allowance of

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Closing date: 13th June.

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guired for September 1977, SISTANT TRACTIER of BOYS!

Application forms from and lobe rejuraed to the liced of the school by 13th June, 1997.

HARROW EDUCATION COMMITTEE

HAVERING UCATION DEPARTMENT

FRINGE AREA LONOON ALLOWANCE \$150 p.e. THROUGHOUT THE COUNTY.

Applicants for appointment to County and voluntary controlled echools (axoapt reserved teachers) effective from 1. September, 1977 and letar, should note that the Education Committee inlend to leave to Assistant Teachers on Sumham Scale 1 contracts to the aervice of the County Council with assignment initially to the achool indicated. This will meen that teachers so appointed may be required to transfer to other schoole at a leter date.

SECOND MASTERS/ MISTRESSES

WOKING, ST. JOHN THE BAPTIST R.C. (AIDED) COMPREHENSIVE SECOND MASTER/MISTRESS required for the mixed comprehensive school for pupils aged 13-18 years. Group, 9 deputy headship enlery acets.
Telephone: Woking 67442.



COMPREHENSIVE ASHFORD, ABBOTSFORD COUNTY

SECONDARY GEOGRAPHY teacher to take charge of the subject within the FACULTY OF HUMANITIES. Ability to teach CSE COMMERCE may be en advantage, Socie 2, Telaphona: Ashlord 43824-7.

STAINES, MAGNA CARTA COUNTY SECONDARY

Two taachers required to Join the TECHNICAL STUDIES team in developing the OESIGN DEPARTMENT. Applicants should offer skills in a wide range of media. Scale 2 poals for eulteble applicents. Telephone: Staines 55497.

WEST MOLESEY, BISHOP FOX COUNTY SECONDARY

WOKING, WINSTON CHURCHILL COUNTY SECONDARY

HEAO OF HOME ECONOMICS at this 10-form entry, 12-16 comprehensive school in pleasant residential area. Scale 3.

SECONDARY, BOARDING CHERTSEY, OTTERSHAW SCHOOL

HEAD OF ENGLISH, Scale 3 plus extreneoue duties allowence of \$720 par annum. Merriad or single eccommodation evellable. Tamporary appointment considered. Telephone: Oltarshaw 2848.



ASHFORD, ABBOTSFORD COUNTY SECONDARY

MATHEMATICS teacher required. Telephone: Ashford 43824-7.

BANSTEAD, NORK PARK SCHOOL CHEMISTRY teacher required to tasch to OSE, "O," and "A" levele, togethar with INTEGRATED SCIENCE to lower forms.
Talephone: Burgh Heath 59103.

CAMBERLEY, FRANCE HILL SCHOOL HOME ECONOMICS teacher required.
FRENCH teacher required. Graduete preferred. Ability to leach CLASSIOS an advantage.
Telephonel Cambarley 21288. DORKING, THE ASHCOMBE SCHOOL

EPSOM, ROSEBERY SCHOOL (reorgenising September 1977 as a comprehensive school for girls aged 12-18

Telephone: Epsom 20439 end 23596.

ESHER. WAYNEFLETE SCHOOL (12-16 mixed comprehensive, 550 pupils on roll)
SCIENCE teacher required to teach throughout the school and PHYSICS to exemination level. hona; Eehar 83002 end 89473.

EFFINGHAM, HOWARD OF EFFINGHAM

BOYS' P.E. teechar required to assist throughout the school, Excellent fecilities and wide sporting coverage. Telephona: Sookhem 53894.

FRIMLEY, TOMLINSCOTE SCHOOL HYSICS/CHEMISTRY lasoner to take subject to CSE, O" and "A" levels with GENERAL SCIENCE. First

appointmente welcome. Falephone: Cemberley 28760/24465.

HERSHAM, RYDENS SCHOOL
MODERN LANGUAGES teacher required. FRENCH to
CSE, "O" end "A" levels in a well-established depart-MATHEMATICS leacher, 8MP courses followed throughout

the school up to "A" level. Talephone: Walton 24793/42994/5/8.

STAINES, MATTHEW ARNOLD COUNTY SECONDARY

ATHEMATICS taschar raquired.

THE STANWELL SCHOOL HOME ECONOMICS to GCE "O" level and CSE. Felephona: Ashlord 50453.

WEYBRIDGE, HEATHSIDE SCHOOL mixed comprehensive 12-16, no. on roll eptember 1977, 600)

CERAMIC epacialist with two-dimensional AR within a developing DESIGN DEPARTMENT, Telaphone: Waybridge 46182. WOKING, HORSELL COUNTY

SECONDARY

SIXTH FORM COLLEGES REIGATE COLLEGE (475 In college, 268

remaining below 16) Required September: Teacher in ART DEPARTMENT to teach HISTORY OF ART (painting, sculpture, architecture) to "A" level, main aubject for AE8 end subsidiery paper for lower aixth.

Also general Att work in college and remaining 13+ public.
GEOGRAPHY graduate etc teech to "A" and "S" levels.
Ability to offer ECONOMICS to "O" level end an interest in fieldwork en adventage.
Telephone: Raigate 21118.

SECONDARY, BOARDING

THE ROYAL ALEXANDRA & ALBERT
SCHOOL GATTON PARK, REIGATE
Required September, 1977 for this mixed boarding school for 800 pupila; a teacher for GIRLS P.E. AND GAMES and/or HOME ECONOMIOS, Scale 1. The post is residential, accommodation and board provided free during term time and extra payment for boarding dulles.

Application forms and further details should be obtained from and returned to the Headmaster.

Talephone: Merstham 2565.

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Talephone: Mersham 2566.

Further details evaliable from the Head Where the telaphone number is shown.

Application forms evaliable on receipt of a stampad, addressed, foolsoap anvelope from the County Education, Officer, County, Hall, Kingston upon Thames KT1 2DJ;

(Tha Authority will not be advertising every individual Soele 1 post, but a complete that of all vacancies will be sent upon receipt by the County Education Officer of a islamped, addressed, foolsoep envelope.)



Other Posts on

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Applications to the Headmarker.

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COUNTY COUNCIL OF EDUCATION DEPARTMENT WOLVERLEY HOH SCHOOL
WOLVERLEY KIGHTERMENTER WURCE
(Mixed 15 to 18 comprohensive
1,00B on roll, sixth form over
100)

ABSISTANT TEACHER, Scale 1. lor GIRLS: P.E. and GAMES with qualifications and aircos interest in allowers and dance. Picus apply by letter with cur-rictium vitae direct to the Head g. the Notice).

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HERTFOR DSHIRE WD1 allw (Roll : 750 Mixed al)-ability:

Required Sopiembar, TRACHEN of PHYBICAL EDUCATION shie to help with some Cearns Subjects with a first Year class. Scale 1 plus London Fringa ellowanco. Possibility of housing.

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Picasa soply by lotter to the Head reacher designate at the school. London Alleivance payable.

KENT EDUCATION DEPARTMENT RILLING HAM DIVISION OF SECONOARY

Further information and applica-on forms evaluable from the Read-catrons, Ophury Manor Secondary thool, Mariborough Reed, Gilfiag-am, Keni, Tolaphonn Mediyay KNOWSLEY

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THE TIMES EDUCATIONAL SUPPLEMENT 3.6.77

HERTFORDSHIRE

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Headmanter, N. D. Briowny, R.A.

(Massed, 11 to 19; 1.500 pupils

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DESCRIPTION (COMMITTES)
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Mixed Comprehensive, 1.900 pupils, 160 in Sixth Form
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AVELEY 11-16 COMPREHENSIVE Group 10. Roll 97(1) Nalhan Orlyo, Avoloy RM15 4R(1 Tel.: Purfleot 5180 SCIENCE

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Well qualified TEACHER 10-quired for alphi alterataly science until in developing 11-18 rupal ctain for all the con-tropy of the Biology, and Lower School Betance at the de-drossed opvoling at the de-drossed opvoling the thing COMPREHENSIAS (Egil 1.7ho) Hawthorn Aynaua, Hochester 191, Colchostor 70217

CHEMISTRY Rehuired September. Large lonca Dagartment, gued portunitien. We need a per-a casedo of taking. Did d A level work.

PHYSICAL SCIENCE Required for September, Large deportment, good opter-turnities. Our present need in tor middle and lower stheol Combined Science cood/ur Phys-bks. Chemiatsy. In a the higher date application is the higher date of the property of with our culpul visa and ad-ticoses of reference.

TABOR HIO) SCHOOL
(Ref) 1.20B)
Courtoold Road, Braintree
Tel, Braintree 25701 CHEMISTRY AND DENCRAC

Required initially for one term from Section for TA-CHER of CHEMISTRY and COMBINSO SCIENCS.

Perfor particulars from the Readmander. 87. THOMAS MORE HIGH SCHOOL FOR POYS Rollworth Gardonn, Vestout on Sea Tol. 4-93-88

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HAMPSHIRE
BRIDGEMARY SCHOOL
Wyeh Lane, Oospori
Comprehensiva misad 11-10
Number on rel 1,800
Required Septomber, 1077 1
Scale 1—SCHONCE (Chemist
1077015 HAMPSHIRE GLEN SYRE SCHOOL

(12 to 16 Mixel Comprehensive)

Number on rol 1 220)

Required for September:

Scala 17178 Co.

Apply by letter to Head by 10th

RAMPSHIRE
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For Beptrimer, 1677, PHY-SICS, Scale 1, to 11) and A levels are a physicist with special interest in lumber work (Combined Sciences).

Apply by letter, giving tull urriculum ritan and the names of two referoes, to lizatinative, roll whose further details are

HISKIPATION COUNTY
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Unauline Convent 15 The Dawns, Wimbledon, London, 81v20 GHO Girlf Companionalive High School 13-18, 8011 on roll

Required September : CHAOUATE & tooch CHEMISTRY us to University Entrance levet, Scale Oust

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LONDON, W.14 CAROTNAL VAUOHAN SCHOOL

Addison Boad, London, W.14

(Tel. 6036478)

Partisine (0.8) TEAOHER: professory froman Catholic Partision in action of the control of the c

Applicants tro maked to write or

Unters eitherwise stated alf peals are available from September, 1977, and application forms, together with further particulars are obtainable from the Head of the school to whom they should be returned by 17th June, 1877.

CHORLTON HIGH SCHOOL Corkland Road, Manchester, M21 28P TEACHER OF EMGLISH to be rea-ponable for the leaching of English in the Lower School. Closing date 17 June, 1977,

SCALE 1

BURNAGE HIGH SCHOOL FOR BOYS Bunings Lane, Manchester, M19 18U Teachar for ART to Lower School fo specialize in prial making end/or graphice.

Comprehensive Schools SCALE 1 POSTS

Plichford Street, London, E15 4RZ Roll : 1,150 (including 75 in Sixth Form) Boye Headteacher

Geography/History

(Preference for candidats able to offer

French Mathematics Science Physics/Chemistry Physical Education



SCALE 4

NORTH MANCNESTER HIGH
SCHOOL FOR BOYS
Chain Ser, Menchester, MID SRR
A CRAFT TEACHER, to give general cesistance in a lenge department
and espocially to develop a tosources toom providing courses in
building skills, etc.
A HEAD OF ENGLISH OEPARTMENT
for this well established 11-15 compresentive school. (Number on roll
by 10th June, 1977.

WRIGHT ROSINSON NIGH SCHOOL
Off Abbry Hey Lene, Conton
Manchester, 18
Teachas of MATHEMATICS to join
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Mathematica, The successful candidate will be especied to tasch
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BURNAGE HIOH SCHOOL FOR BOYS
Bunings Lane, Manchester, M19 18U
Teachar for ART in Lower School to
specialize in print making end/or
graphics.
Closing date 17 June, 1977.

CENTRAL HIOH SCHOOL FOR BOYS
Kirkmanshume Lane, Longsight
Manchester, M12 501.
Toacher for OENERAL SUSJECTS
(English, History, Gaography) with
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Teacher for Physics/Osherak SCI,
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ROKEBY SCHOOL

Required September, 1977:-Qualified teachers for the following sub-

COUNTY COUNCIL

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HERTFORDSHIRE QUEENS SCHOOL Bushey 1703 ATY (Roll 1.380, misod, nil-obility, with large sixth form with a very elrond and successful science elder

Required September, Traillill for CHEMISTRY (Scale 1 plus Landon Phose allowances to "A" level, Nufficial chendery la tample Aroughout the school, EDUCATION COMMITTEE
Applications are invited from sulfably qualified toechors for the following post.

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HERTFORDSHIRE JAMES ALTIAN SCHOOL.

O Shey Lane, South Unity
1 769; mixed; all-ability Roquired Sopiembor, TEALHEH ut COMBINEO SCIENCE and SILCON-DARY SCIENCE to learly maluly in the Junior part ut the action, Now clunco loboralorios.

Scale 1 plus London triner offews ance. Presibility of housing. Apply by leiter, lo the lieadmes-r. with curriculum vice and non-ig two relerose. HILLINGDON London Serough ntt VYNEIIS ORAMMAII SCHOOL Warren Road, lekentuum, Urbridga USIO SAR

(Number on roll RR3, 193 in Sixih Form) Head Teacher, O. C. Boal, M.A.

London allowance payable. KENT

COUNTY COUNCIL

SOUCATION OFFARTMENT DARTFORD GRAMMAR SCHOOL (Founded 1570, 664 bays) Required Sastember, a ORAQUATE to teach SIOLOOV 10 "A tova; tova; to the sastember of the s

Wonled for Seetember o GRADII-Applications by letter, with sum-mary of qualifications and the names of two scademic referees, to the Readmaster, Dartlord Crammer School, West Hill, Dartlord, Ranj DAI 2HW. Salary London Ournham on arele FOLKESTONS ORAMMAR SCHOOL FOR GIRLS (410 on roll). Cookings Lane, Folkestens, Nent Returned in Soplember, 1gr one year only (owing decondantal); a TEACHER qualited to looch MIO-LOGY (Nefflad Sylabuses) up to Advanced level, For sullation conditato this could be a Stale 12 gos. e available during term-lime. Annly to the Hondmaster with

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Rofi 780)

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KIR MEES METICOPOLITAN GOUNCIL Required for September, 1977; BATLEY NGH SCHOOL FOR BOYS Flato Hill, Bailey WFit Obj (1.180 on roll; 11 to 18)

MERTON
Holidan Horough on
Litts:Afton Holading
PRILATION HILL HIGH
Wild Way, Allicham Cary,
Headmoster, Mr. G. B.,
M.A. THE TIMES EDUCATIONAL SUPPLEMENT 3.6.77

SECONDARY

NORTHAMPTONSHIRE NORTHAMPTONSHIRE
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Required for September, 1977, at
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NORTHUMBERLAND

COUNTY COUNCIL
PRUCTICE COUNTY NION
SCHOOL
Meec Road, Prudhee NE42 5t.)
(Co-educational, 13 to 13 years)

NORTH YORKSHIRE

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OXFORDSHIRE

DEKIDGE

BORD COUNTY HIGH SCHOOL pantia Road. Sarkingsida Partia g1-550 2081 C. Mr. F. C. Young, D.P.O.

WANSTEAD HIGH SCHOOL Polibridge Land Vert, London E11 277

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EDUCATION COMMITTES
THE WAREMAN SCHOOL
Abbery Fornale, Shrowabury,
5Y2 GAA
Required for September, 1077, a
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SOLIHULL
EDUCATION COMMITTEE
BY, PETH'S CATHOLIC SCNOOL
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COUNTY COUNTIL RIPKLEY HIGH SCHOOL 13-18 (Number of Hell: 1,172) Hoadmasire MC. H. Jones S.A. M. Ba.

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SUTTON

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SUTTON MANOR NIGN SCNOOL

FOR BOYS

Manor Leno, Sutton,

Surrey, SM1 3AS

(01-642 5831)

Negured for September, ORACU
ATE to teach PHYSICS, to a strong

department, throughout the school

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Science—GRAQUATE to offer Biology to "O" toyol and Constal Science to Junior forms.

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OLVERHAMPTON OH COUNCIL TION CONTINTES I for September 1477:---TEIT'S COLLECTATE

Social Stucies

Scale 1 Posts AVON COUNTY WHITEFIELD TISTIPONOS Snowdon Rood, Reliponds. Brisiol B&16 2NO

TEACHER of SOCIAL with interest in 8-long to build to o programme Education for 1045 allie of the year pupils.

Applications by letter is tires mader with names of two release BROMLEY

Honwird for September, 1977, TEACITER of SOCIOLOUS and its TOILY to teach Sectionary 1970, and 11 slory ordinary tovol. This to mer of an mar school will by then lieve not solected anticles in yours one selected anticles in yours one.

YLEEDS CITY COUNCIL DEPARTMENT OF EDUCATION

Unless otherwise stated:
Closing date is founteen days after the appearance of the advertisement.
In respect of Headships and Deputy Headships in all schools, and other posts in primery, middle and special schools, forms are available from, and returnable to, the Director of Education, Department of Education, Great George Street, Leeds, LSI 3AE.

For other posts in secondary and high schools, application by letter should be made to the head teacher of the school concerned, giving full details and the names of two referees.

The post reference outliber should be quoted on all correspondence.

Applications requiring acknowledgment and requests for forms and details should be accompanied by a stamped, addressed envelope.

SPECIAL SCHOOLS

SCALE 3 POST

N.E.496 ELNIETH HALL BCHOOL (No, as roll 128, 3-16 pears)

Elmoto Lano, Leeds LSS 2LJ, Tolephino Leeds 650000

Hood Teacher, Rev. N. M. Harrison, M.Phil.

Regulted for Soptember, 1977, or January, 1978, qualified, saperionced peripateito teacher of the Deaf within the Leeds Anthority. Three leachers serve the easily of all-age children in a wide variety of achools. This goal is particularly for pre-school children in assessmool clinics and in paronial guidance, Experience with nursery age children with be of particular benefit. Appropriate car allowance is payable. The peripateic service is organized under the general guidance of the Head Teacher of Limete Hell School, Leeds, from whom further details reay to obtained.

SCALE 1(S) POSTS

SCALE 1(5) POSIS

N.E. 497 MEANWOOD PARK HOSPITAL SCHOOL (No. oa roll 60, 3-18 years).

Tonguo Lane, Leeda LS6 4Q0. Tolephona Leeds 783377

Acting Heed Teacher, Mrs. H. Barrett
Required for September, 1977, teacher for general class teaching and tonse individent work to this E.S.N.(5) school. Preference given to those with T.M.H. Irrighta.

E.482 FEARNYELLE SCHOOL (No. oa roll 160, 3-12 years)
Oakwood Lane, Leeds LS8 3LF. Telephone Lends 554966

Head Teacher, Mr. D. Carlin
Required for September, 1977, experienced teacher of E.S.N. children is this new open-plan school for children aged 5-12 years. Candidator should state their particular strengths in Itla field of education.

PRIMARY SCHOOLS

DEPUTY HEADTEACHERS S.487 MORLEY PEEL STREET INFANT SCHOOL (No. oa roll 236, 8-7 years)
Peel Street, Morley, Leeds LS27 SQB. Telephone 537368
Head Teacher, Miss P. J. Naylor
Required for January, 1978, a Deputy Head Teacher for this Group 4
Infont School with Nursety Volf attached, Candidatey should have an
Interest in least teaching and ore maked to stote any special interests
they have

SCALE 2 POST SCALE 2 POST

2.43 SROWNHILL PRIMARY SCHOOL (No. on roll, Approximately 550, 8-9 years)

Harchills Lane, Leeds LS9 5DT. Telephone Leeds 497422

Head Teacher, Mr. W. H. F. Turner

Required for September, 1977, if possible, oliterwise for January, 1974; teacher, with expetience ol, and onthusiasm for, the Fletcher Mathematics Scheme. The successful candidots will be expected to advise collection within the achieve required available. The specific class to be jaught in one of four to the possible, rear.

SCALE 1 POSTS SCALE I POSIS

RAH VICTORIA PRIMARY SCHOOL (No. on roll 356; plus Narraty, 5-9 vares)

Raincilli 6 Road, Leads Leb 91 R. Tolephone Leode 45678; fleed Reacher, 4.c. C. Davies, 1977. Recapited Class, tember for additional reciting and who will be expected to have close links with the Nurrery Unit, Special Interests and abilities amond be staided on application.

8.488 MORLEY PERL STREET INFANT SCHOOL (No. on roll 230, 6-7 vers).

5-7 years)
Peol Street, Morley, Leeds 1.827 8QE, Telephone 537368

Required from September 1, 1977, to Morch 20, 1978, a Resiporary loacher of Infanta with an Interest to remedial work, to replace a technic who is pregnant.

5.489 CHURWELL JUNIOR AND INFANT SCHOOL Wa on roll 372, 5-11 gers)

School Street, Churwell, Mortay, Leeds 1,527 78Q, Epicphosic 533/62.

Head Teacher, Mr. G. J. Corfield

Required fot September, 1977, a teacher, to work with older infants. SCALE 1 POST PLUS S.P.A.

SCALE I POST PLUS S.P.A.

N.E. 198 POTTERNEWTON LANE PRIMARY SCHOOL (No. 4s roll 310, 5-9 years)

Posternewton Mount, Leeds LS7 2DR. Telephone Local 620021, toad Teacher, Mrs. J. Villers

Required for September, 1977, of January, 1978, experienced infant-trained local contents, with good abilities in Music, particularly plano. A commitment to full participation in school life sought.

Siebe BEESTON ST. ANTHONY'S R.C. PRIMARY SCHOOL (No. 9s roll 32), 5-11 years

Barkly Road, Leeds LS11 713. Telephone 717064

Faced Transfer, Sister Pairics

Required 601 and year holy from September, 1977, a temporary telephone with the ability in trock any sag group in the school. An interest in funite, will be say advantage. Applications singular by sens, different in funite, will be say advantage. Applications singular by sens, different in funite. Will be say advantage. Applications singular by sens, different line in the school. No. 47 BAWDON LITTERMOOR LUNIOR AND INFANT SCHOOL (No. 6s) Toll 786-8-14 Search Leeds LS12 offw. Telephone Leeds 20270

Resulted Refer for September, 1977, experiences teacher for Respiritor. Class Class 1 and 1

MIDDLE SCHOOLS

N.W.478 OTLEY THE WHARTONS MIDDLE SCHOOL (No. on rull 212. N.W.478 OTLEY THE WHARTONS MIDDLE SCHOOL (No. on rull 212, 8-12 years)
The Whartons, Diley, I code L.S.1 2BS. Telephone 981 317.28
Acting Head Teacher, Mrs. N. A. Scatchard
Required for September, 1977, asperienced leacher to work within the first year bit who is prepared to feach any sign group within the achieul, An ability to leach French to older groups would be an eduquiage.
5.491 CLAPGATE MIDDLE SCHOOL (No. on rolf 500, 9-11 years)
Crammore Drive, Lead, L.S.10 4AW. Telephone 716700
Head Teacher, Mr. D. S. Nincialt
Required for September, 1977, a teacher of General Subjects who will olse below to the french and Chief Garnes.
L-483 10410 AMILATON MIDDLE SCHOOL (No. on rolf 580, 9-13 years)
Barrsick Road, Leads (.S.15 &TA. Telephone Leads 602116
Head Teacher, Mr. P. Dixon.
Required for Suprember, 1977, teacher to be responsible for Cliris' Physical Education and Dennes. The person appointed will be espected to oxists;
with clays togething and candidates about state often make subject interests.

HIGH/SECONDARY SCHOOLS

SCALE 2 POST

N.W.479 GUISELEY SCIIOOL IN a on roll 359, 11-16 years)
Fichihead Road. Outseley LS20 SDT. Telephone 98-73078
Nand Teacher, Mr. G. P. Illingworth, B.A.
Regelred for September 1, 1977, teacher to be responsible within lite Modern Languages Department of this developing Comprehensise Science for the teaching of O'RMAN at present up to O' tevel sinedard within possibility of eventual Sixth Form work from September, 1978. Is addition the successful candidate would be expected to easist with the teaching of some French to C.S.E. level. A Scale 2 post is available for suitably experienced teachers, but this does not preclude teachers seeking that livel appointment from applying.

SCALE 1 POSTS N.W.480 AIREBOROUGH GRAMMAR SCHOOL (No. 94 roll N.W.480 AREBOROUGH GRADINAR SCHOOL (No. 24 roll 1,120 (258 is Sixth Form), 11-18 years!
New Soad, Yandon, Leeds LS19 7HP, Telephone Leeds 503897
Head Teacher, Mr. J. W. Horn, M.A.
Regaired for September, 1977, DRAMA SPECIALIST. This post offers the opportunity for a well-qualified and onthusiands teacher of Dremo to develop the tixe of a new, well-equipped drama kindle. Some saviance, with other English teaching will be required.

5.492 MATTHELY MURITAY HIGH SCHOOL (No. 02 roll 1,170, 13-18)

years)

Brown Lano, Leeds ESI 10D3, Telephono 713031

Head Teather, Mr. T. W. Kirk, B.Sc.

Required for September, 1977, THREE teachers who can offer size of a combination of the following subjects: Eoglish, Rollstons Studies, Girls, Physical Education, History, Geography.

An interest in working with lower ability children in a well organized Remedial Department would be an advantage for two of the nests advantage for two of the nests advantage.

As interest in working with the an advantage to a second of the second o Required for September, 1977, for this Eight Form Entry comprehensive gaintol a teacher of Centeral Soliteta Including Religious Education and Glines. The obliny to teach Mesic would be an additional qualification, with the large of the property of the p

TEMPORARY POST (SCALE 1)

RARGERRIGSHAW, CORTERRENSIVE SCHOOL ING. on rell 1,104, p. 1118 years.

Printing years.

Printing Lone, Allicton Byweier, Carlloford WF19 2HR,
Talighape Leads 85-117.

Tead Creater, Mr. C. A. Rollinson, B.A.
Raduladd for September, 1977, TEMPORARY MUSIC. TEACHER for the Automa Learn colly, daring the recondence of a populated rule for the Automa Learn colly, daring the recondence of a populated rule for the Automa Learn Colly.

Mr. J. Dougan, B.A., LL.B., F.R.S.A.

Religious Education me remedial work.)

Metalwork Burnham Scales plus London Allowance £402 plus Social Priority Allowance £201

Application forms and further delails from the Head Teacher (01-534 8948) and should be returned not later than 17th June, 1977, to the School.

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BERTFORDSHIRE

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Comprehensive School SCALE 1 POSTS

BRAMPTON MANOR SCHOOL Homan Hoad, London E6 380 (Roll: 1,547, Casdusolional) Hand Tonoher: Mr.D. Williams, MA

Physical Education

Teacher for Boys Plesto siele Escond aubjool : Scale 1

Soale 1. Teacher of Physics and General Science Scale 1

Mathematics Teacher

Teacher of Woodwork A fully equipped workshop is available Soale 1 The Subpol has a Sail of approximately 30 and 1647 study onto no cell, 180 of these points in the Sixth Forms, we are fortunated in being noused on one sails. In modern buildings, with 20 acres of playing fields, and with the Teachers. Centre natry next door, and with the Course in most authorise teachers. On the subpola lead to OSE. On CEE and taxe in sever droup.

Burnham Spales plus London Allowance £402

Application forms or systlebic from the Head Teacher (19) options 2 01-311 0831) for whom they should be returned by June 18, 1977.

Technical Studies

BARKING

COMMUNITY CENTRE Principal : E. Tranler

The following era required for Saplambar, 1977:--

TWO SCALE I SCIENCE TEACHERS

for lower school combined Science and Physics, Chemistry or Biology of C.S.E./' O' level,

A SCALE I MUSIC TEACHER to teach music at all levels in the school.

A SCALE I ENGLISH TEACHER to teach English throughout the school end up to C.S.E./'O' level.

Application forms and further details from the Director of Education, P.O. Sox 142, Highlands, St. Saviour, Jarsey, C.I., and to be refurned to the Principal es

INNER LONDON EDUCATION

Specialist Vacancies for Secondary Teachers

The Authority would be pleased to hear from suitably qualified teachere with experience in the following subjects:

DESIGN AND TECHNOLOGY HOME ECONOMICS (Part Time only) NEEDLEWORK (Part Time only)

Appointments will be to a Scale 1 post in the Authority's Gensral Teaching Service. Inner London allowance (£402) payable in addition to the Burnham selery.

For an application form, please write to the Education Officer (TSP), The County Hall, London SE1 7PB (telephone 01-633 6426).

Application forms (send soe) unless otherwise stated, are obtainable from the Head of the School concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

J. R. G. TOMLINSON, MA, Director of Education.

Director of Education.

Required for September unless otherwise sisjed. SCALE 1 POSTS

Macclesfield County High School for Girls, Fence Avenue, Macclesfield \$K10 1LU (1,170 girls 250 in Sixth Forui)

Music specialist in seeks with close leaching in Junior School and "O" Level and "A" Level work in Serier School, he be able to help with choirs, orcheers and ensemble work and us The closing delete for applications is 20th June, 1677.

Orford Secondary School Long Lane, Warrington WA2 8PX (Mixed—1,030 on roll)

GIRLS' FHYSICAL SOUCATION ...

Penkeli, Righ, School Heath, Roud, Penkett, Warnegion, Was, 2014 Telephone, Penketh, 2298/6623 Headmuster, B. J. Hignett, B.A.

Oymnastics and Trampolining would be an advantage.

The school is an 1913 of discussional comprehensive with a large sixth form, situated to a developing residential community. Apply by fetter 100 life, Headmaster as soon as possible:

E.143

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I PREHCH 2. HOME ECONOMICS 3. BIOLOGY 4. BOYS: P.E. F. GIRLS: P.E. 5. SPECIAL

Queen's Park High School Queen's Park, Chester (1,450-300 in Sixth Form). (Age l'ange 12-18)

Headinaster : Mr K. D. Munden, BA

1. To teach largurations the school to all levels of ability.
2. To leach throughout the school to all levels of ability. In new open-planned buildings.
3. To teach throughout the school to all levels of ability. In new to teach Boys P.E. and GAMES. An interest of ability.
5. To teach Girls P.S. and GAMES. An interest of educations during would be an advantage.
6. To teach in the durings built instead unit within the School (Shake 1 + SSA systiable). SOUTH BAST AREA SPONTPILL SCUOL TO SHARE SHOWN THE SECOND SHARE SHOWN LONG PART SHOWN THE SHARE SHARE

SECONDARY

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Applications invited from proventrarity as well as from restablished buffing a from restablished buffing.

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Miss E. B. Godwis.

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on rell, Appointment is for one year only Application forms and further particulars from the fleed Teacher, Clarendon School, frome fleed, Trowbridge of Telephose: Trowbridge 626661, to whom they should be returned as guickly sa possible.

Technical Studies

Scale 2 and above

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COUNTY COUNCIL EDUCATION DEPARTMENT

Other Posts on

WILTORIE

Headlescher: Mr. U. E. Hackman, M.A. M. A. M. M. A. M. Sixth Form.

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Speech and Drama

Other Posts on Scale 2 and sbove

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SCALE 1 FRENCH

DYKE HOUSE SCHOOL (Roll 1,283)
Maplaton Road, Horlichool, Clovolond, (Tel Maport 86377)
Required for September, 1977, n leacher for Field

pool 72389)
Required for September, 1977, a teacher for he

SCALE 3—DESIGN AND TECHNOLOGY I and the navinent of account of the state of the sta

Richardson Hoad, Slockton, Clavaland, Tall 17 (Tel: Stocklon 67520)
Required for January, 1878, or na soon as possible to be responsible for OESIGN AND TECK.
LOGY. This is a new school with a wall equal,

SCALE 2-COMMERCIAL SUBJECTS/ ENGLISH

STAPYLTON SCHOOL (Roll 898)
Church Lens, Eston, Claveland, TSS 9RA. (Tel: 188)

Required for Saplember, 1977, or as soon as post increasing, a leacher for COMMERCIAL SUBJECT

Raquired for January, 1978, or sartiar II possible in the substitution of the substitu

SCALE 1-TECHNOLOGY

SCALE 1—TECHNOLOGY

SHERATON SCHOOL (Roll 927)

Kallon Road, Slockion, Cisveland, TS19 88U [18 4 April Callon Forms available from Edgred, Slockion 81522])

Required for Seplember, 1977, a tesolier for Technology of the Fourier State of the Edgred of the Fourier State of the Fourie

The following vscencies exist of a GILLSROOK SCHOOL (Boll, 1408).

Normanty Roed, South Bank, Clevelen (Tel: Eston Grange 88201)

Bequired es soon as possible, a tencher to be seen in the MODERN LANGUAGES Deportment with in poneibility for European Surdice.

SCALE 1—REMEDIAL WITH HISTORY

Required for Soptomber, 1977, a tencher for SCHOOL

(Applications returnable to Mr. B. Connell

Financial sesistance with household removal expenses is available. In approved cases. Further ideals in application forms are obteinable from the Head obers/Rey. Principal: at this addresses shown the Applications by latter should include detailed in a special state of a special state of the latter of the latter of the latter of application and completed application in the special of the submitted direct to the Head Teachers with the special of the special of the latter of the special of the special of the latter of the special of the

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All Secondary Schools are unted Comprehe

11-18 SCHOOLS

SCALE 1—HOME ECONOMICS SRINKBURN SCHOOL (Roll 1,537)
Siekelock Roed, Harliepool, Clovaland (Tel: Mg.

11-16 SCHOOLS

SCALE 2-RELIGIOUS EDUCATION WESTFIELDS SCHOOL (Roll 1,Des)
Kirklasiham Lane, Radcar, Cleysland, (Tel: Red)

SCALE 2 MODERN LANGUAGES

Required for Sautomber, 1977, o teacher for WOIAL work with HISTORY. SCALE 1-SCIENCE WITH PHYSICS

SIXTH FORM COLLEGES

SCALE 4-MATHEMATICS

ST MARY'S RC SIXTH FORM COLLEGE TROIL 408 Sellarsgill Avonuo, Middloabrough, Clereland, 784, 14 (Tel: Middleabrough 84680)
Required for Soptembor, 1977, or an soon as polythereafter, in leacher to be responsible for MATICS.

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SCALE 1-PHYSICS OF MATHEMATICS WITH GAMES/OUTDOOR ACTIVITIES

PRIOR PURSGLOVE COLLEGE (Roll 408)

Quieborough, Clayeland. (Tal: Quieborough 2840)

Required for September, 1977, a teacher following the property of A level with Qames, Outdoor, Activities. P.E. qualification, activities. P.E. qualification. advantage. This is a temporary appointment lor

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Unione otherwise stated. The following posts are for September, 1977, and applications should be made by letter to the Head Teacher, giving tail curriculum vites and names of two referees. Men or women required for the Lollowing noels: WORBEROUGH HIGH SCHOOL, Ardeley Road, Worsbrough Oale, Stroplan.

[1] Teacher of GENERAL SCIENCE (Scale () (2) Temporary Teacher of PHYSICS (Scale 1)

Teacher of GIRLS' P.E. (Scale 1)
To leach at all levels throughout the school. Bleadway Solicol has a 5/8 form comprehensive anity, is currently an 11-16 school, but will become an 11-18 achool by 1880.

Teacher of FRENCH (Scale 1)

KIRK BALK BCHOOL, Hoylend, Barnsley

37. HSLEN'S SCHOOL, Ourlien Road, Sernelay 111-18 Comprehensive-700 on sell)

HALL BALK SCHOOL, Hudderofield Road, Serneley (780 girls] Head Teacher: Mise E. Oawson, M.A.

Teacher of PHYSICS to `A' Level

And to contribute in the Science Caperimen (Scala 1). (Temporary post for one year.) Application forms obtainable from and rain Teacher (S.A.E. plesse). Broadway, Samelay ICo-aducational 850 pupils) Head Toacher: S. J. Notan M.A.

A Proposition of the

Metropolitan Borough

Teacher of ENGLISH (Scale 1)

avalianta tor suitably qualified applicant.

1. A.A. 2307. Assistance with removal superneed least fees oed delurance colowance can be considered.

DERBYSHIRE Two-form onery: 11-16 Comprehen-

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TEGILNICAL STUDIES Regulred September in this previous six form entry comprevious six form entry comprevious six form entry comprevious six form entry comprevious six form entry comTER AND THESE SIX PROPERTY WOOD TO NATION WOOD TO NATION OF STATE **Educational Appointments**

Apply immediately counting two referes sed epicloping sterossed envelope to its description further reference overlibble. ONGAH CRIMPREHENSIVE SCHOOL (Roll 1,500) Fyfjold Road. Oncer Tolephone: Ongar 32-32 Tolephone: Ongar 32-32 Woll onipolished Mouse System)

RSSEX

CLACTOR COUNTY HIGH Walton Rold, Clocion-on-Sca Telephone; Clocios-on-Seo 24266/7

TECHNICAL SUBJECTS

INGATESTONE ANGLO
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PROBESTON INCOME.
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CVI4 ODH
Telephono: Inpelocionn 403

Required September, TEA-IER of METALWORK and CINEERING CRAINING to

TECHNICAL OTUDIOS

HAMPSHIRE
COVC COMPIRE BUSINE SCHOOL
St. John's Road Covo. Parthorough
Comprehensive Mixed 11 to 16
TEACUER of WOODWORK—Scale 1
TEACUER of WOODWORK—Scale 1 Letter of explication nominating
two referees to fload Teacher with
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Lighes gate June 13, 1977.

HERTFORDSHIRE COUNTY COUNCIL TAST HERTS CIVISION 87 MARY'S RIOK SCHOOL (Church of Sngland) Churchgaid, Cheenung, Horist All belief school, 655 pupils (11-18), Group Id, 1977 : Required for Osplanber. TEACHER of METALWORK lo long frequency looking to the looking looking design, and tooking looking looking working in a year will osulthood teatre. Ecolo 1. London 1 Inde Altowance

HERTFORDSHIRE COUNTY COUNCIL SI ALBANA DIVISION

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SPECIAL EDUCATION

Service for Hearing Impaired Children—Paripatello Pre-Scheel/Intant Tascher.
As soon as possible.
Applicant must be a qualified issues of the deef and have pro-lessional experience with young children. South/West Laposabira area. Scala 3.

SECONDARY SCHOOLS

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PCNDLEGURY HIGH STHOOL. Soften Hood. Pendictury. Monchester MS7 2DU Comprehensive, 1.10) pupile) 1977; Required from August 31.

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Planto and simped ad-drossed of volume to the flood-master at the above address-for application furm and fur-ture data. Commissed qual-cutions to be returned to the freedmoster as soon on pus-

SEFTON

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Application forms and further details are available on proving of altimote additionable of the control of the teachest of the action. The teachest of the action of the application forms in the action of SUFFOLK !

Mr.

COUNTY COUNCIL COUNTY COUNTY COUNTY COUNTY COUNCIL HISTORY TEATH ON THE COUNCIL COUNTY TO THE COUNTY DOMESTIC SUBJECTS, STRIE GOOD COUNTY DOMESTIC SUBJECTS, STRIE COUNTY DOMESTIC SUBJECTS, STRIE

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HOUNSLOW (London Borough of) EDUCATION COMMITTEE,

Education Department, The Civic Centre, Lempton Road, Hounslow, TW3 4DN CHIGWICK SCHOOL, Burlington Land, Chigwick W4 3UN Headmaniar: Mr. 8. 8. Hurrell, 8.8c.

Ce-educational 11-18 ego rango, Comptehensire School, Required SEPTEMSER 1977, SCALE 1 Posts: (A) A PHYSICS TEACHER

able to teach at least to 'O' level stendard. Participa-tion in the teaching of Nullield Combined Science in the Lower School will elso be expected. The Department has well-equipped inhoratories. Closing date: Tuesday, 14th Juna, 1977

ASGELL ADDYSG SELLACH Y PRESELI, CRYMYCH
Gwahoddil celeladau am swydd WASCEN I'r Angell Addysg
Sellech yng Nghrymych o Fedl 10f, 1877, nau cyn gynied ng oydd
yn boelbi wedi hynny. Olegwylir I'r ymgelsydd llwylddiannus
ddysgu pynalau cyffrodinol em ras d'r amser yn Ysgol Uwchredd y
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mlynedd e latel e brolled, e disgwylir iddo/iddi icu yn brolledol
mewe dau d'r meysydd onalynel: Addysg Oedolloe, Gweith
leuenold, Oweith Cymdolthasel Addysgol e'r Caifyddydau,
Selydlir y gyllog ar Raddia Burnham Addysg Gellech (Oerlithydd
1) gyds lwians e 2304 em gyfriloidebau gweiinyddol.
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llwrlianni eele a monyllan pallech em y swydd eddi wrth y
Cyferyddwr Addysg, Adan Addysg, Phwrlwyd, Caerlyrddie, a
dylid eu dydhwelyd iddo erbyn 33ein Mehelle, 1977. A suitably qualified teacher to teach
(B) RELIGIOUS EDUCATION classee for the 1st to 5th year. The subject is taught to CISE, 'O' end 'A' levele in the schoot.
The Department elso organises e well eelebilished Sociel Service Scheme offering hetp to the Local Community.
Closing date: Monday, 13th June, 1977 PEMBROKE SCHOOL (Comprehensive: 1,750 pupila) Principles of the Companies of the Compa

(C) A HISTORY TEACHER Sequitod for Seplember, 1877. PENGLAIS SCHOOL, Absrystwyth eble to teech to 'O' level elenderd. There may be en opportunity to leach Sixth Form clesses (non 'A' fevel PENGLAIS SCHOOL, Aberystwyth

(Co-educational Comprehensive: 1,200 on roll)

Applications are invited from well qualitied condidates for the fellowing appointment (soele 1). This is a Lower and Middle School post but the successful applicant should be oble to leach the C.S.E. and 'O' level. An ability and willingness to participate is out of selection solvinities, particularly genes, would be an odditional recommendation:—

Assistant teacher of METALWORK and ALLICO CRAFTS is the Operturant of Technical Studies. The succeeded candidate would be required to teach both examination and vocational work and an interest in developing now neurose and icclinological sepacts would be an asset.

Applications for the above-named post should be made by later. There le s Hourishing History Society and a lively interest le maintained in this subject throughout the solicol. Closing date: Monday, 13th June, 1977

LONDON ALLOWANCE 2297 PAYASLE f you are eacking your first appointment, please state so that the appropriate form may be sent.

The Education Committee has power to consider applica-tions from experienced teachers for essistance towards removel, disturbence or separation expenses. Leiters of epplication in the first inetanoa to the Heed Tascher af the echoof, giving delells of quelifications and the names of two referees (s.a.s. please).

Bolton Metropolitan Borough

Required for September 1, 1977:-ENGLISH, Scale 1

Graduete to reach English throughout the school to "O" end "A" level. Solton County Grammer School, Newby Road, (Coeducetionet, 720 pupils)

ENGLISH, Scale 1

(Coeducational, 709 pupils)

To teach English to CSE and the sbillip to easiet with extre curriculer activities will be an adventoge. Hayward Green High School, Laver Edga Lane, Botton

COMMERCIAL SUBJECTS, Scale 1

To teach Stroithand, Typing and Commercs, RC pietered it possible.
St Gregory's RC Secondary School, Harrowby Street, Fernworth, Solton
(Coaducational, 500 pupils)

COMMERCIAL SUBJECTS, Scale 1

To taech Shorthend, Typing end Commerce. Sherples High Schoot, Hill Col Road, Solton (Coeducetional, 950 pupils)

Application forms obtainable from the Director of Education, PO Box 63, Paderboin House, Civio Centre, Boiton SL1 1JW, should be refurned to the eppropriete Heed Teacher by June 17, 1977.



METROPOLITAN **BOROUGH** OF STOCKPORT

PRIMARY

Required for January, 1979, or estiler it possible

espects would be an asset.

Applications for the above-named peal should be made by letter, giving full datelle of qualifications and experience and the sense and addresses of two micross and sani direct to the Headmaster of Penglaia School by Friday 24th June, 1877.

CANVAUSING DISECTLY OS HOURÉCYLY WILL DISOUALIFY.

HBIGSV O. THOMAR, Ofrector or Edwardlen, Sducetton Ceperiment Headquariets, Pibwrlwyd, CARMARTKEN, Oyled.

SL Philips R.C. Primery School, Helt Moon Lane, Olfarion DEPUTY HEADTEACHER (Ref. 477/TES)

Group 3
Applications from sullably qualified and experienced teachers. Special interests should be indicated.

Meycroft Inlant School, Weelmorland Drive, Brinnington DEPUTY HEADTEACHER (Ref. 474/TES) Group 4 Applications from aulitably qualified and experienced leachers, Special Interests should be indicated.

Mergay Vele Primery School, Valley Road, Heafon Mersey DEPUTY HEADTEACHER (Ref. 475/TES) Group 3

Applications from suitably qualified and experienced leachers. Special interests should be indicated.

Applications to be returned to the Headlescher by 17th June, 1977.

SECONDARY

Required for Sepismber, 1977 Reddish Vele Comprehensive School, Reddish Velo Roed, TEACHER FOR RELIGIOUS EDUCATION (Ref. 469/TES) Scale 1

TEACHER FOR BOYS' PHYSICAL EDUCATION (Ref. 404/TES) Scale 1

Mixed comprehensive echool of 1,350 pupile. Applicants should be able to offer a wide range of solivities.
Feolities include gymnasium, playing lields and indoor swimming pool. Strong injerest in out of echool ectivities, TEACHER OF GEOGRAPHY (Ref. 444/TES) Scale 1

Appointment for 12 months,

Devenport School, Highlisid Close, Davanport ... TEACHER OF DOMESTIC SCIENCE (Ref. 476/TES) Scale 1.

-involves teeching entirely in the Lower School (Yeers 1 and 2) with sole use of a fully equipped room. TEACHER OF RELIGIOUS EDUCATION. (Ref. 443/TES)

Scale 1 There is a fredition of Rallgious Education to C.S.E. and "O" level in the echool and the teacher would be expected to contribute to end edd to the popularity of the subject. Ability fo give some help with French or Muchamidta. Music would be en edventage.

The second of th

Peel Moel School, Suckinghem Road, Healon Chepe HEAD OF GIRLS' PHYSICAL EDUCATION (Ref. 427/TES) Scale 2

To be in charge of Girle' Physicsi Education with particular responsibility for Upper School work.

Merple Ridgs High School, Hibbert Lane, Merple TEACHER OF DRAMA (Ref. 473/TES) Scale t

Pert-Time. 1 TimeInbte, 13 hrs. per week.
Lively end entitusiastic teacher for a well-eglablished deperiment in the Feculity of Recreellonel Activities. The subject te teught throughout the liter three years, end to C.S.E. fevel end facilities include a well-equipped drama

PART-TIME TEACHER OF NEEDLEWORK (Ref. 434/TES) Scale 1

Approximately 11 hours per week (i.e. 1 limetable).

To leach needlework up to end including "O" level and "A" level and to join a feem of lour aleff in a Home Economics Department within the Feculty of Design.

Sredbury Comprehensive School, Harryfown, Romiley TEACHER OF GEOGRAPHY (Ref. 440/TES) Scale 1 To make some contribution to "A" level leaching in en expending sixth form in addition to teaching "O" level end C.S.E. groups.

Cheedle Hulma High School, Wooda Lane, Cheedle Hulme DRAMA SPECIALIST (Ref. 441/TES)

Scale 1 For English Feculty of this 11-19 Comprehensive school. ENGLISH SPECIALIST (Ref. 442/TES) Scale 1

Kingswey School, Foxland Roed, Chasdle TEACHER OF PHYSICAL EDUCATION

For English Feculty.

Land to the

(Ref. 459/TES) Sosle t

To teach gymnestice, netbell, rounders throughout the school. Interest in Hookey and Termis particularly regulred, elso ebility to teach Art. TEACHER OF ART (Ref. 471/TES) Scale 1

To teach Art throughouf the school up to end including G.C.E. end "A" level, quelifications in Politary essential end en interest in photography desirable. The school has e well-equipped Art end purpose-buill Pottery Depertment.

Stamhalt High School, Sssi Road, Stemhall TEACHER OF GIRLS' PHYSICAL EDUCATION (Ref. 472/TES)

To Join e Department of six. Wids range of equivities and lectifies include a nymnestum endite in Include a gymnesium, sporte hell end extensive pleying fields. TEACHER OF GEOGRAPHY (Ref. 438/TES)

Scale t

To leach to "O" and "A" level. Preference will be given to cendidetee eble to offer, in addition, Geology to "O" level efenderd. Geography forms a part of a combined Humanilies Course in the lirst and accord years.

THE RESIDENCE OF THE PROPERTY OF THE PROPERTY

Application forms from the Director of Education, Town Hell, Stockport (quoting reterence) and return to the Headlesoner by 14th June, 1977, unless otherwise stated.

COUNTY OF SOUTH GLAMORGAN Required for September 1977 unless otherwise stated

SECONDARY

Pencee Unit. Cerditi
TEACHER: SCALE 3
Required for September, 1977, or Jenuery 1978, teacher with relevent experience, injustive and dealer to work closely with e Jean dealing with approximately 25 pupils who have probleme with social integration. Teacher oppointed will be expected to dovelop Lenguege and easils with other subjects. Children ere mainty of the ege range 11-14 years. Further particulars on request.

lers on request. Sryn Hairen Girle' Comprehensive School, Serry (11-19 12 Form entry) FRENCH/GERMAN: SCALE 1

Greduete to teach mainly in upper school. This is a re-edvertisement end previous applicants with be

Fitzelen High School, Cerdiff (11-18 Comprehensive)

12 Form entry BOYS' CRAFT9 : SCALE 1 Teacher trained in multi-material techniques.
TYPING AND SHORTHAND: SCALE 1

Pert-lime teacher/instructor is required to work five moming sessions per week.

Lishlitud Fawr Compreheneive School, Lientwil Major (11-18) 8 Form enfry (These posts are evelleble from September, 1977, or Jenuery, 1978. Willingness to assist in extra curricular ectivities/Gemes/Athletice would be an advantage.) TECHNICAL STUDIES: SCALE 1 Teacher with Specialist Qualifications in Three Dimen-

GERMAN : SCALE 1 To leach the subject to 'O' end 'A' level. Please etate subsidiery subjects.
MATHEMATICS: SCALE 1

To essiat in teeching the subject throughout the school; to 'O' end 'A' level. SCIENCE: SCALE 1

Two posts: Quelifications in Pure Science with emphasis on the Physical Sciences to assist in the teaching of Science throughout the school to 'O' and 'A' level.

HUMANITISS: SCALE 1 To easist in the leeching of these subjects, mainly in Ihe lower school. REMEDIAL: SCALE 1

Teacher with Specialisi Qualifications in Remedial Education to Join en established department in Special Education and throughout the school.

Willows High School, Cerdiff (11-18 Comprehensive) GIRLS' PHYSICAL EDUCATION AND MATHEMATICS: SCALE 1

To enalet with P.E. Ihroughouf the school and leach mathemetica in lower school.

Mostyn R.C. High School, Cardiff (11-19 Comprehensiva) 7 Form entry HEAD OF RELIGIOUS EDUCATION DEPARTMENT : SCALS 4

SCALS 4
Required to: September, 1977 or January, 1979, to be responsible for the subject inroughout the school.
Application torms may be obtained from the undersigned, on receipt of a stamped addressed toolsceptanyelope, to whom completed forms should be returned within 10 days of the appearance of this advantagement. F. J. Adems, Director of Educetion

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Education Ollioss, Kingsway, Cardiff.

Appointments in Scotland

BORDERS REGIONAL COUNCIL

Proposed Pos DALASMEIS ACADEMY POINT TRAIL TRACTICER, Descensibility Clement £1,446 (Rail 1,228)

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Education Dopartment

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COMPANY SCHOOLS

GEORGE WATSON'S COLUMN

TEMPHIARY DIABILIER OF PHYSICAL EDUCATION

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Special Interest in Penhamber of the Interest in Problem on I Tricket in Interest in Problem on Interest in Problem on Interest in Interes

COUNTY SECONDARY SCHOOLS

SCALE 2 POSTS AND ABOVE Slockland Graen School, Blads Rosd B23 7JH
11 to 18 mixed comprehensive, 860 pupile, established sixth

soporale interview room, Timolabled colonis periods. Strong with Corosts Advisory Service. 110 losch olso subsidiary act, but cholos hal a defermining (scier.) Washwood Haath School, Burnay Lana 88 2A8
Required Soplember/January :—
HEAO OF MODERN LANGUADES DEPARTMENT, French and
Ogmmon are well established throughout ochool and tesching
is in specialist rooms. Seele 3.

VOLUNTARY AIDED SECONDARY SCHOOLS

SCALE 2 POSTS AND ABOVE

Glassed Humphrey Middlamors RC School Olssact Humphrey Middjamors RC School Matchley Lana, Harborna B17 OJJ HEAO OF ENOLISH, Scale 4, required Suplember, of as seen eller as possible; no experienced, well qualified to arriver. RC arteriot to lead a strong foom in well-delebilished department, Cources to "A" level, including CSE English, English Studies and "O" level Made 3 Langueye.

Applications to Correspondent Governor, one of the School (give two referoes).

COUNTY SECONDARY SCHOOLS

SCALE 1 POSTS Unless inflativies esset to proceed to the second to be a second to be a second to be a second to the second to the second to the second to be a second to b Byng Kanrick Centrel School, Gressel Lans Tile Ctoss 833 9UF

1908 mixed, 60 in circuit lorms)
Required September:—
Tonoher of COMBINED SCIENCE, accounting in Physics, which
is usught to "O" and "A" levels. Great Barr School, Aldridge Road B44 SNU

Required Continuer:

19) Teacher of SCIENCS, Ability to older Combined Science in Lower School on edvantage.

(b) Teacher of GEOGRAPHY.

(c) Teacher of FRENCH/OERMAIL. Provious applications will be reconsidered.

Hometaed Hall School, Creylhorne Avorus B20 1HL Teacher of DERMAN to CSE and "O" level. Herborne Hill School, Harborna Road 915 3JL Part-time Toucher of DERMAN for work at CSE and OCE "O" level for September.

Hartifeld School, Acocks Green B27 7QQ [1.255 pupils, cotablehed sixth form) Aqquired for Soptember:— Specialist in NOME ECONOMICS—other Home Crofts or Child Care an soveniego but not essential Half Green Boheel, Stonorwood Avanue
Southem Road, B28 9AZ
Teschor, for CRAFT, blas fowards Woodwork and Technical
Crawing, Craft subjects sissied to "o" level and CSE.

John Willimott Bchool, Reddicap Haath Road,
Sutton Coldfield

INVACAS formed by mixed commissions.

SUITON Coldifield Isva/olx-form-entry mixed comprehensive. 630 on roll plun 200 in illeri-lorm, (2-plus to 18-plus) Required Beplember:...-Honours Oraduato. FRENCH Spritistial with subsidiary Gorman preferred. A outstantial charo of Advenced over work in French.

Lordswood Boye' School, Hagley Road 817 8BJ (700 boys, comprshensive, 1) IE 18 years)
Required Seplember:
Required Seplember:
It is locating of Offman ord English (broughout the school IE OSE, "O" osd "A" lovel ross Hill School, Kings Norton 838 90E

Primreas Hill Soncol, Kings Norton 638 BOE
Required Sectamber:
Teacher of NEEOLEWORK, Work cetablished to sight ham level
in a thriving, well-seeipped new separiment.
Stieniely Court Sohool, Sheniely Lane 828 4HE
Required Saptember:
(a) Assistant for RELIGIOUS EDUCATION in a department of
(b) Assistant for RELIGIOUS EDUCATION in a department of
(c) Assistant for RELIGIOUS EDUCATION in a department of
(d) Assistant for RELIGIOUS EDUCATION in a department of
(e) Assistant for HOME ECONOMICS Five fully descripted apocislies rooms.

Courses to CSE, "O" and "A" level isly samblehed in all
subjects.

Turves Green Boys' School, Northillsid B31 48B 111 to 18, compresently, 880 Tarohar lar Physical Education AND CAMES, effecting Physics.

VOLUNTARY AIDED SECONDARY SCHOOLS SCALE 1 POSTS

BI Alban's CE School, Angelina Sites B12 9411 Esperanoed Teacher for YYPEWRITING AND OFFICE PRAC softema for assistantes with removal expenses.

BIRMINGHAM CITY COUNCIL

HIGHLAND REGIONAL COUNCIL ERUCATION REPAIRS/ENT

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> SPURPICY
> CONTIN PHILADITY SCHOOL
> HEAD TEATHER
> PROBLEM TO THE STATE OF THE ST ALNUSS ACADEMY

PHINCIPAL TEACHED OF BUSINESS STUDIES (Responsibility Payment V720) TEACHER OF MATHEMATICS DINIMALL ACADIMY TEACHER OF REAL DISC LINUCATION CORTROSE ACADEMY
TACHERM TO GAILOR, TE

TAIN HOYAL ACADEMY PHINCHAL TEACHER OF HUSINESS STUDIES (Responsibility Poyment Section Assistance with removal or nonsus and, where preside with housing will be given.

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BEDIONAL COUNCIL DEPARTMENT OF EDUCATION CACHING APPOINTMENTS RASE LOCILIAN DIVISION

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Application forms can be obtained from the superprise of the first of the superprise of the finite of the LONDON

lionn is 17 Juan 1977.

Sixth Form and **Tertiary Colleges**

Heade of Department HILLINGDON

OREENWAY SCHOOL The Greenway, Uxbridge, mbor on Roll 878, 56 to Sixth. Head Teacher: 0. C. Firth, M.A., S.S.c.

A well qualified and experipored.

A well qualified and experipored.

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Allowance payable.

Scale 1 Posts

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HARROW Applications COMMITTES
Applications ato invited from sufficient qualified learners for the following post :—
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Special Education

Headships

COUNTY COUNCIL

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Deputy Headships

COUNTY COUNCIL

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TE BADOSWORTH OHDUP. IDCISWONTH COURT SCHOOL Idosworth, Near Chollenholl

INNER LONDON EDUCATION

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Mayow Road, Forest IIIU 8.5.23

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LONDON

NNEN LONDON EDUCATION

Olissold Road, Bloke Newington Tel. 81 284 2913 (Nated. 51 890 mixed)

Chuace House . . .

LOUCESTERSHIRE

Senior Masters/

Mistresees

Heads of Department

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Scale 2 and above

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(Mo)ronoliton Dorough 07) SUCATION DEPARTMENT Off USECOTTS 11A11 Joldsworth Head, Helenter Hirt USECOLUTE AND CONSTRUCTION OF THE CONSTRU

ininiairation. Application forms obtainable from no returnable to the Hondnistler, losing date 18th June, 1977.

HEAD TEACHER

CAOL RUADH RESIDENTIAL SCHOOL

(Responsibility payment—£924)
This school with a present roll of 39 ceters for short-term plecement of maniolly hendicapped children. A deteched bungelow is eveilable for the successful applicant.

HEAD TEACHER

GLASGOW SCHOOL FOR THE DEAF

Salarias Memorendum. Application forme era avelleble from the Divisional Education Officer, 129 Balh Street, Glasgow, G2 6SY and completed applications should be returned by Tueadey, 14 June, 1977.

Director of Education

Principal Designate

The scheme of reorgonisation provides for the present College of Further Education to develop into a Terriary College from 1979. Applications are invited from teachers with Further Education and/or Sacondary experience for the post of Principal of Oswastry College of Further Education from September 1977, and subject to confirmation from the Secretary of Steta, Priocipal Designate of the Terriary College.

Existing solory scole £7,719.£8,301. The expected scale for the Tartlory College £8,466.£9,054.

Application forms and further particulars from: The County Educetian Officer, Shirobell, Abbey Foregale, Shrawabury, to whom they should be returned by 24th June, 1977.



SPECIAL EDUCATION

Interial Online Allowage (237) 1 and Extrangous Duty Allowage (237) 10c 13 hours for wook migorylsion.

Application form and luribor particulars from the feed, to whom specification aloud be submitted as not as justified.

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Salary—Burninan Scale 2:51 with
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Sportal Schools Allowance with
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Prosso send stainmed addressed
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and roturnalist to the fleed Teartor
(1 the phoce ediress an supn as possible. NEWHAM Santon Harrough of 197 (A.) St. Harris AND Millor Head, London E17 one

FRUIN SITALE SCIPOL.
Old Whitington, Challerfield
off to Mixed: number on roll 7401: September, neocially qualified and experienced TLACIFIE to work with alow tearners and near examination queres. Scale 2 for Auliable candilote. Applications by letter, with curriculum witee and details of two releases, to the stond Teather at the school istamued addressed envelope, pleases

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Extracebun dulon showings of grid per annum for a unavisum of 15 hours, por week, Non-raddent, urite to the floadmater for further databased and confection forms with shamps of diesact. Privilege of the floadmater floadmater for gentlessed. To Belgrave most. Second. Busset, 18749 4110. HILLINGOON

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TOWNSENO HOUSE SCHOOL
They Moledustre,
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Hopulrud for Boulemier, 1977, esporienced TACCHEN for 118 1chool
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EAST SUSSEX

Required for January, 1978 :--

HEAD

for this new Group 4(S) ESN(S) school for children aged 3 to 16 at present under construction in Crowborough.

Relocation grant available in approved cases. Application forms and further details from the Chief Education Officer, PO Box 4, County Hall, Lewes (Belf-addressed envelope; please). Closing date June 27.

BRAOFORD (City #1) METROPOLITAN COUNCIL

2131 post while to avolible.

The School operates a 12-day formight henriling arrangement.

Accompactation is available, suitable for 5 single man Extranous initial adjunction of C20 per annum is payoble, with deduction of L311 per annum let beard ludying.

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Further details and application forms may be obtained from the County Education Offices treins appears 8/Wei Springfield, Meid-man, MK14 2LJ;

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If courred for Saplember, 1977 (or,
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The children's convenerate house
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Application forms and ficther particular from the floring fictor (Clinicary Hope, 85 Hopbury Park, London No 101).

County of Cleveland

SPECIAL SCHOOL HEAD TEACHER (Group 85)

PRIMROSE HILL: OAY BCHOOL

(E.S.N. (M)) Gurham Road, Glocklon, Olavelend,

Ourham Road, Stocklon, Clavelend,
Required for fal January, 1978, or aarlier II posable,
e Haed Tascher for the above achool which has
accommodation to 180 pupits. The school has e large
work preparation unit housed in premises a mile distant
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iscillifies for the preparation of senior boye and girle
for amployment. This part of the achool is intended to
provide work preparation opportunities for pupits from
othere of the Authority's E.S.N.(M) schools and for
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The main part of the school accommodates 120 pupits,
both boys and girls from the age of 7 to 18. The
majority of pupits from the age of 15 onwerds will
attend the Work Preparation Unit for work experience.
Financial sesistance with household removed expenses

Financial sasistance with household removel expansos is aveilable in approved opase.
Forms of application and further details obtainable from and returnable to the County Education Officer, Education Officer, Woodlands Road, Widdlesbrough, Cleveland TB1 35N, not later than 17th June, 1977.

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Raquired from 1st Saptember to teach to and asalst with the development of a new course for mentally handicapped parsons above school leaving age. Tha course will alert he soon se poselble in the 1977-78 eccdamio yaer. Applicente about he epproprietely qualified end experienced in similar work to e Further

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IPSWICH CIVIC COLLEGE

TEACHER

MENTALLY HANDICAPPED

Education institution or Adult Centre. Bierting selary will be within the scale £3,279 to £5,493

For luriher datalis and application form please send stamped and addragated envelops to The Principal, ipswich Civic College, Rope Walk, ipswich, IP4 1LT, to whom completed application forms should be return ned within fourteen plays of this advertisament. Please quole post no. 4/39.

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Department of EDUCATION

GLASGOW DIVISION Applications are invited from sulfably qualified leschers who are eligible for regletration with the General Teaching Council for the following posts in the region:

COLINTRAIVE, ARGYLL

(Rasponsibility payment £1,179* +£327)

Thia is a new purpose-built school fully equipped for pupils of nursery, primary, and secondary school egs.

The present roll of the achool is 5B but there is a possibility that the roll will fall and this will result in a reduction of the responsibility payment.

Selaries ere in accordance with the Scotlish Taachers' Salaries Memorandum. Application forms one stell.

EDWARD MILLER

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Deputy Headships Senior Masters/ Mistreseos

OXFORDSHIRE

ISLE OF WIGHT VICE-PRINCIPAL VACANCY,
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By Subject Classification

Art and Design

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Other Assistants

RLOUCESTERSHIRE

THE PHINCESS HELENA COLLEGE

DXFORDSHIRE

will be invited.

Scotland

The Headmaster, Mr. J. W. R. Kempe, M.A.

The Governors intend to appoint the new

HEAD

early in 1978 to take up duty on 1st January

1979. The vacancy will be advertised on

September 9 and 16, 1977 when applications

will retire at the end of the Autumn term 1978.

Classics

KENT COURAN HALL

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History BIRMINGHAM

OXFORDSHIRE

Mathematics

Other Aesietants

Heads of Department

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CAMBRIDGE

Other Assistants

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Geography

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Heads of Department

Other Assistants

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HERTFORDSHIRE

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THE TIMES EDUCATIONAL SUPPLEMENT 3.6.77

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Science

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Technical Studies

WILTSHIRE MAILY'B SCHOOL

Other Assistants

NORFDLK

LANGLEY SCHOOL Langley Park, Norwich Nil14 68j

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Other than by Subject

Heads of Department

Classification

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North End Head
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GABBITAS-THRING SERVICES LTD. INDEPENDENT SCHOOLS No the whatever is narable by candidars for leading posts.

EDUCATION DEPARTMENT Brooklyn Technical College Aldridga Road, Great Barr, Birmingham 844 8NE

VICE-PRINCIPAL

Applications are invited for the above post from graduates or professionally qualified people with extensive exparience of Further Education at Head of Capartmant

SALARY: In eccordance with Scales of Salaties for Vice-Principala of Colleges in Group 5: 28,103 plus 1976 and 1977 supplaments. :

Application forms and further particulars obtainable from the Principel to whom they should be returned by

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BIRMINGHAM CITY COUNCIL

South Cheshire College

Owing to high promotion of the pravious holder the following post will be sysilable. as from September, 1977.

Head of Department Business and Management Studies (Grade IV)

> THE COLLEGE Dane Bank Ave. Crewe CW2 8AB Tsisphone 69133

Devon Education Committee North Devon College Principal : .G. F. Hird, J.P., M.A., M.S.I.M.

Lecturer Grade II in Hotel/ Reception and Administration

Applications, are invited for the above post in the food and Fashion Department to data from is september. The successful applicant will be required to teach the thaory and practice of Holel those on the Ordinary National Diplome gourses.

Title on the Ordinary National Diplom courses the project of partial and the project of partial and the project of partial and the source and has a high reputation in North Devon.

The salary scale is 23,744 to 25,985 and the commencing salary would gapend on qualifications and experience.

Forms of application and further particulars can be obtained from the Principal, Worth Dayon College, Barnstaple.

DEVON



NORFOLK Required for Beglember, 1977, TLACHERS for High School St.I-ENGE, ENGLISH and for Brade o and a Liementary 4nd for Frade of Artiv Headmoster. American School, Bradwell, Soar 11 Yes-month Norfolk. REQUIREO SON Mallicantilles Tea-cher and one Brieger Teacher to Co level, Justice positions— gradostes considered, also put-lian learner of Vangueres at Sub-lects. Lating 507 37-34 School.

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Apply: Chairman of the Louise of Feathers, Michael Hall, Forest Row, Riesers, Rith 151.

Preparatory Schools

By Subject Classification

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English

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TAMESIDE COLLEGE OF TECHNOLOGY

Lecturer i in Office Aris to teach Typewriting, Shorihand, Office Practice and Office Services on a range of full-would be an advantage; pravious teaching experience of eacher training, logeliher with a recognised office extention qualification to essential.

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Beautort Read, Ashton-undar-Lyne OL6 6NX Required from September 1sl, 1977.

DEPARTMENT OF BUSINESS STUDIES

Mathematics

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HAMPSHIRE

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HERTFORDSTIRE
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YORKSHIRE Name of the state of the state

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Education Committee Openshaw Technical College Whitworth Street, Monchester, Mil 2WH Tel 061-228 8282

LECTURERS

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COLLEGES OF FURTHER EDUCATION

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BOLTON INSTITUTE OF TECHNOLOGY NETTUTE DF TECHNOLOGY

MATHEMATICS Grade IV.

Applications are invited for
the past of Mathematics opposite the first opposite Billing Rooms

Other Appointments

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HENDON COLLEGE OF FURTIER
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Colleges of Further Education

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£5,523 to £5,447 per Salery 1 82,913 to 84,869 per

Application forms and further particulars obtainable from College Register Kingswar, Dunslable (Tal.; 69481) KSHIRE COLLEGE OF

> Further details and application from available from the Principal el CITY OF BIRMINGHAM

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INSTITUTE DF TECHNOLOGY DEPARTMENT OF TEXTILES LECTURER Orado I or LEC-URER Orado II I YARN TECHNOLOOY LECTURER Crado I In WEAVING LECTURER Crade 1 In WEAVING Applications are their dependent of the above-meeting property of the above-meeting of the above-meeting

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Purther particulars and application forms, relumbels by June 15,
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TECHNICAL COLLEGE OF COMMUNITY

Applications are invited for the fol-lawing poet, based in the Dopart-ment of Calaring and Community Service. Duties to correction Bep-lember, 1977, or as soon as pos-OR LECTURER - SOCIAL ICES COURSES to load a disciplinary leam of Lecturers in the Social Services area in the Social Services area in professional should possessing the section of the Social Services area of the social Services in professional qualifications, have a first hand working the social services in the social services in the social services in turbor nducetion, and be to domosetrato organismp

Salary Scale : £5,031 fo £5,880 pige £512 pige £510 per annum. Further perticulare and epplication forms to be returned by juen 20th 1977 from Personnel Office. Licumal Technical College, Ashley Ocwn. Bristol RSY 90U, quoting post 781, Number 77/13. ESOEX

CHESKIRE COLLEOS
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Ol to E4,557 (plus 8312)
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Tolephone 69133 ATION COMMITTEE Widnes, Chathire WAR

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DEPARTMENT OF ENOUNEERING COAFT.

DERBYSHIRE OBREY COLLEGE OF FUICTHER EDUCATION

REREFORD AND WORCESTER

COUNTY COUNCIL WORCESTER TECHNICAL COLLEGE

Applications are invited for the following prote in the College.

OETARTMENT OF BUSINESS STUDIES

LECTURER II—ACCOUNTANCY

Applicants are invited for the poet of LECTURER Greek II to commission duries on 1st September, 1977. Condidetes should have a relevant degree or professional qualification, and should be able to teach un to linery National Cordinates and Final Professional Lovels.

The oblity to usuat on Diploma in Menagament Studies and other Nonagament Courses would be an advantage.

Experience in business and in seching is preferred.

Salary : within the Scale £3,744 to £5,985 lincluding supplement.

Applicants are invited for the post of LECTURER Orads I, so communes duty on 1st Beptomber. 1'77, to leach professional cookery and food service or allernative subject.

Candidates mast have hug a varied experience in the catering industry and professity teaching

Salary within the Scale £2.913 le

Application forms and further details may be obtained from the Chief Administration Officer. Watcoster Technical College, Coansway, Worcoster WR1 2JF,

ingications are invited from appro-rightly qualified geople for the Miswing posts which will be avil be from Sets which will be avil well of work in the College runged am. "O' level to Dogree and

ECTURER Orado II in ORAPINO DEBIGN to leach on the Dosign

LECTURER Orado II in ILLUSTRA-TION to loach principally on the Cosigo Courses.

DEPARTMENT OF AUTOMOBILE

LECTURER Orode 1 required to leach MOTOR VEHICLE BUBLECTS up to and including the level of City and Guilds 381 Part II Craft.

OSPARTMENT OF SUSINESS

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MATHEMATICS AND COMPUTING LECTURES Gredo I to Maci MATHEMATICS Applicants about size be able and willing to technique some Status.

Further details and application from an available from the Ohie forms are available from the Ohie forms are available from the Ohie forms a frempetered Rond, without with 252 to whom complete forms should be returned by Jun 20th, 1977.

IOUNBLOW BOROUGH COLLEGE DEPARTMENT OF CENERAL STUDIES

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Required for September 1st 1977;
RECHELLER Grade to provide AL
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Tamparary LECTUDIES creed in
LIGHRAL STUDIES to teach on a
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to Sisi August 1978.

o SIA AUGUST 1978, LECTURER T OF ELECTRICAL/ SLECTRONIO SUBJECTS TO ISSER LECTRICAL TOYOL STUDENTS.

"IPSWICH

IPSWICH CIVIO COLLEGE

TIOUNSLOW

London Borough of)

OFFARTMENT OF ART AND

HERTFORDSHIRE

DEPARTMENT OF CATERINO

OEPARTMENT OF EUSINESS LECTURER I IN GOVERNMENT Applications are invited for appointment from 1st Suprember, 1977, for the post of Locility I in Government, The Exercise of Locility I in Government, The Successive Control of Corporation of Corporati The selary will be in accordance with the scales for lea-thers in establishments of lur-ther education.

Lecturer Orace 1, £2,469 to 24,377 plus supplement of 5712 our ennum plus Phase II Supplement within the scale of £131 to £180 per ennum. Et 32 to £180 per ennum. Application forms and further particulars are evaluable from : The Chief Administration Official Control of the Chief Control of the Chief Control of the Co

ENFIELD (London Corough of) EOMONTON COLLEGE OF

> C.Eeg., M.I.Moch.E., M.I.Prod.E., Rof. X29 LECTURER Orace 1— TUTOR LINRANIAN required from 1 Soptombar 1977 to toech use of library and subjects of own specialism up to "O" loval. Applicants should have appro-mate library and teaching stellfi-cations. Teaching experience would be an advantage. Orado F #2,786 Jo

This scale is subject to s 2312 stillion plus a further supplement between £132 and £189 per

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LECTURER Oreds I in ECONOMICS to loach in the Business Studies Department and other Departments as required. An intorest in leaching mathematical especia of Economics would be advantageous. Church Lane, Braintree OM7 esn Suired from Spotember 1 1077
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Application form, to be returned y 17th June, and further delette on the Principal. THURROOK TECHNICAL COLLEGE Woodviow, Orays Tel.; Orays Therook 71621 DEPARTMENT OF CENERAL EDUCATION

LECTURER I in ENOLISH required for lei Beptember, 1977, lo tota a team responsible for Bapten over l wide retigo of full-time/part-lime Salary acalo: £2,913 to £4,889 nor annum (London Fringa Allew-anca £150). GLOUCESTERSHIRE

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IPSWICH CIVIC COLLEGE

TEACHER TO THE MENTALLY HANDICAPPED

Recuired from 1et September to teech to end assist with the development of a new course for mentally handicapped paraona above echool feeving egg. The course will start as soon as possible in the 1977-79 ecademic yasr. Applicanta should be approprietely qualified end experienced in eimilar work in e Further Education institution or Adult Centre.

Starting salery will be within the ecole £3,279 to £5,493

stamped and addressed anvelops to The Principal, ipswich Civic College, Rope Walk, Ipswich, IP4 1LT. to whom complated application forms should be returnad within fourtean days of this advertisement. Places quois post no. 4/39.

Saxley London Scrough ERITH COLLEGE OF TECHNOLOGY Towar Roed, Selvedsre, Kani DA17 9JA Principel: D. F. Glover, M.A., S.So., F.C.I.S., M.B.I.M.

PART-TIME LECTURERS

Required during the Session commencing September, 1977 to teach any of the following eubjects mainly in Grait and Technician Engineering Courses: MECHANICAL ENGINEERING ELECTRICAL ENGINEERING MOTOR VEHICLE WORK MATHEMATICS

ENGINEERING SCIENCE applicants must hold aultable quelificatione and be available for deviline teaching. Appointments may be made up to 15 hours per week, days and times by arrangement up to 15 hours per week, as with the Hesd of Department. Rates of Pay: £3.96-£4.77 per hour according to grade

Application forms from the Senfor Administrative Officer, Erith College of Technology, Tower Road, Selvedere, Kent (ERITH 42331) returnable se soon se possible.

SHIRECLIFFE COLLEGE - SHEFFIELD

Senior Lecturer

General and Communication Studias

Applications are invited for the above post to commence Seplember, 1977 or as soon as possible thereefter.

To co-ordinate and develop the ourriouts for all Creft Courses in the College. Applicants should possess a professional qualification in Education and experience in teaching in Further Education, industrial experience and a degrae or equivalent quelification is essential.

Balary Scale Senior Lectures-26,523 to £6,447 p.a. (inclusive of

Application forme and further particulars are evallable from the Chief Administrative Officer, Shireolitie College, Shireolitia Road, Sheftleid B5 BXZ. Tel. Sheftleid (9742) 79391 to whom completed applications should be returned within 14 days of the appserance of this adverticement.

SHEFFIELD EDUCATION Granville College, Granville Road, Sheffield 82 2RL 101, 792/1

Department of Health and Welfare

LECTURER GRADE I in the location

COMMUNICATION AND COMMUNITY STUDIES

eaction to teach mainly N.N.E.B. and Pre-Nursing Students. Previous leaching experience would be advantageous but is not essential. Qualification and/or experience in orga work is desirable.

Belary Scala: Lecturer Grade I within the range £2,469. £4,377 per annumblus (I) £312 and (II) £132 £130 annual salary supplements.

Application forms together with further particulars are obtainable from the Chief Administrative Officer (foolscap, s.s.e.). Granville College, and must be returned to the College within twenty-one days of the publication of the advertisement.

@ 49 EM CO

Tower Rosd, Belvedere, Kent DA17 6.IA Principal: D. F. Giover, M.A., B.Sc., F.C.I.S., M.B.I.M. Applications are invited for the following post to take effect as soon as possible. Stages I and II of a new College on a magnificent sito near the existing College are now complete and in full occupation.

LECTURER Grade I IN ENGLISH

Required to teach English Language and Literature in the Secreturial, Business Studies and G.C.E. Courses of the Department and to participate in the servicing of other Application: must be English Graduates with a Teaching qualification. Some teaching experience (full or part-time) is desirable. (Ref. B.S.1.)

BURNHAM TECHNICAL SALARY SCALE (Including London Allowance):
Lecturer Grade I: £3,210.£5,166 (according to qualifications

Lecturer Grade 1: £3,210-£5,166 (according to qualifications and experience).

Application forms and further particulars from the Septor Admitistrative Officer, Erith College of Technology, Tower Road, Belvedere, Kent (ERITH 42331) ignoto referênce of post), to whom they should be returned within ten days of the appearance of this advertisement. The Connect operates on enhanced scheme of fringe benefits for stuff, including payment of legal fees for hunse purchase, removal expenses and disturbance allowances.

London College of Furniture

Principal Lecturer in Design and Technology

Candidates should have experience of design and technology in engineering products in wood, metals and plassics and o commitment to odvanced full-time education.

The past will established for course development end leadership, and the successful candidate will be expected to contribute to the college's expanding programme of Research and Dovolupment in the fields of (a) furniture

Salary-£5,940-£6,642 plus f312 supplement and £402 London

(b) equipment for the disabled

Brixton College for Further Education

Department for **Commercial Education**

to be responsible for ACCOUNTS/MACHINE ACCOUNTING and to teach these subjects to "O" level and RSA II. (Ref.

to be responsible for NUMERACY within the department and to teoch Calculations to clerical, secretarial and retail

to be responsible for Secretarial Skills and Work Experience. Teaching to include Audio-Typing. (Ref. C44.) LECTURER I

to teach CALCULATIONS and RETAILING (Social Aspects of Distribution and Elements of Distribution) to BEC General Certificate Isval. (Ref. C42.) to teach OFFICE PRACTICE and OFFICE MACHINERY to RSA II level. (Ref. C43.)

Department for General Education

Required as soon as possible, a Lecturer I to be a qualified expenienced Nursery/infant teacher to teach CHILD EDU-CATION and all aspects of intellectual and emotional development of the child 0-7 years. (Ref. 678.)

Provious applicants may supply for their applications to be reconsidered.

Salary scales:

LECTURER II
53.279-55.493 (pina 5312 supplement and 5402 Inper London
Allowance).

LECTURER 1

£2,469.£4,377 (plus £312 supplement and £402 litter London allowance), sparing point depending on qualifications, training and experience.

Help with removal expenses may be available.

Application forms available from the Applications Secretary on receipt of S.A.E. (quoting appropriate reference) returnable by June 17, 1977.

COLLEGES OF FURTHER EDUCATION

KINGSTON-upon-Thames Kingslon Hall Hoad, Kingslon-uppn-Thanes, KT1 2AO Roguling From Boptomber Ist, 1977 (I possible), METHANICAL ond MOTOR TEHICLE ENGINEERING DEPART-

scalo: Lecturer f, £2,469

LIVERPOOL RIVERSO VER COLLEGE OF

LONDON : INNER LONGON EDUCATION

BOUTHWARK COLLEGE

INNER LONDON LOUGATION

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LONDON INER LONDON EDUCATION LONDON COLLEGE OF COLLEGE OF EDUCATION

TEGINOLOGY

Iligh Street South, London, EG 4ER Principal, K. R. Hishpp.

B.Sc. (Econ.), F.R.S.A.

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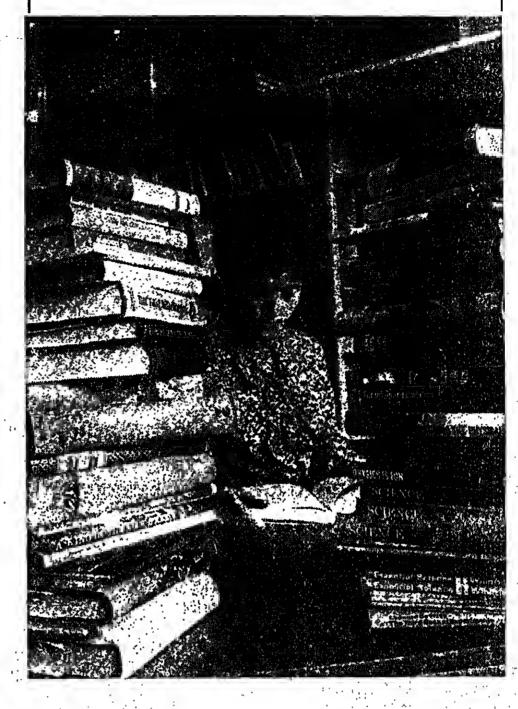
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THE POLYTECHNIC HUDDERSFIELD:

RESEARCH ASSISTANTS in the Department of Chemical Sciences

ACA/134

Applications etc invited from good honours graduales or equivalent to appointment as Research Assistants. This are lour posts, and the following topics are

Heterocyclic Chemisiry, Novel Heterocycles as Potentiel Analgetics. Physiochemical Studies of Soap Solutions, Study of the Sutlece Chemical Properties of Oxide

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The successful applicant will be required to register for a C.N.A.A. research degree.

Selary: £2.489 per annum plus £312 eupplement.
Further detelle end application forms, which should be spurned by 17 June 1977; from the Establishment Office; The Polytechnic, Quesnegats, Huddersfield HO1 3DH (leiephone 0484 22268, exip. 2226).

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The Salary scale vil. C.J. flot is 1.3 flo

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Applications are invited for the poet of

LEKTOR FOR ENGLISH

In the Sprachlehrtnstitut se from 1.10.1977.

Candidatee should be netive epeskers of English and have a good command of German. They should have wide prachest experience in the teaching of English se a foreign tenguage and a special interest in the nusthodology of tanguage teaching. They must be prepared to participate in team teaching. Interest in one or more of the following would be a further advantage: ESP, micro-teaching, the teaching of beginners and remedial atudents, the production of languages instarials. The acedemic requirements are a B.A. In languages and a postgraduate qualification in EFL.

To maintain continuity, the aucoessus applicant should be prepared to remain in the post for several years. The safery corresponds to BAT its.

Applications with curriculum vites, recent photograph and the usual cradentials should be sant to Bprachlehrinatitus der Universität Konstanz, Positech 7733, 0-7750 Konstanz within three weeks of the appasarance of this advertisement. In the Sprechiehrtnstitutee from 1.10,1977.

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Digby Stuart Coffege Southlenda Collage Freebel Institute College Whitelanda College Applications are invited for the following temporary full-films poste at SOUTHLANDS COLLEGE from 1 September 1977 to 31 August 1978:

Lecturer ii

in Youth and Community Work (two vacancies)

Candidefee chould possess relevant professional/academic qualifications and heve hed suitable experience in Youth Work or Community Work/Social Work. One appointment will be mainly concerned with the B.Ed. (Secondary Years of Schooling/Youth and Community Studies) and the Cartificate in Education (Mein Subject: Youth and Community Work), the other with the Cartificate in Community Work for unqualified Community Workers in post. munity Workers in post.

Salary Wiff be at the eppropriate point of Lecturer II Scale (£3,591-£5,805). London Allowance is elso

Further particulare and application forms obtainable from the Principal, Southlands Collaps, Wimbledon Perkelde, London SW18 5NN (Tel.: 01-946 2234).

Closing date for receipt of epplication, 17th June, 1977.

Nene College Northampton

School of Mathematics, Management and Business Studies

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Applicants should have good industrial or comexperience and hold quellications as to teaching in a selection from the following fields:
Industrial: and Production Management, General
Management Principles and Predice, Susinese
Administration, Work Study and Management SerMoss, Industrial Relations and Supervisory Studies,
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University Appointments ero also edvortiend in THE TIMES INGHER EDUCATION SUPPLEMENT

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Salety scale: £2.913 to £4.1659
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WORKERS' EDUCATION

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St Mary's College

Strawberry Hill

This is a Celholic College of Higher Education with 1,200 eludents (Mixed). It offers Internal degrees of London University at Honours Level in Arts. Sciences, Humanities and Education. Applications ere invited for four post;

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Thie is a new post. The euccession applicant will work with the Academic Vice-Principal to promote and develop the encodemic life of the College. Appointment for the 1st Jenuary, 1978, or earlier if possible. Selary Group 6 tor acodemic poels abovo Render.

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This appointment will be made for the loculary, 1975: Special compelence in the prese of Economic and Human Geography to Honoura Dogroe Level. Also propagation of economics gradulates for P.G.C.E. Incillies for research

3. LECTURER IN CATECHETICS

Tiple to a temporery post for one year commonly September, 1977. Expertions of teaching R.E. in Junior and/or secondary Schoole essential. Degree or dipleme from a Catechetical Cantillar very useful. Prapered to contribute in Service work.

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This is a temporary poet for one year commencing September, 1977; Special compelence required in the Area of Athenian Civilicellion—to: Honour Degree Level.

All salaries in accordance with the Burnham Further Education Sesses plus London Allowence: Further detells from the Principal in whom applications should be sent with the names of three referees. There are no official terms, Applications for the address not later than Friday, 17th Junic, 1977; the Principal, St. Mary College, Strawberry Hill, Twickenham FW1, 48X. Telephone: 01:892-0061

THE TIMES EDUCATIONAL SUPPLEMENT 3.6.77



DUNSTABLE TEACHERS CENTRE CHILTERN ROAD DUNSTABLE

Appointment

Warden

Applications are invited from suitably qualified men or women for appointment so soon as pos-albie for the post of full-time WARDEN. The sible for the post of Militame WARDEN. The Centre etiempte to meet the needs of teschera serving in schools in Dunatable and South Sadfordshire. The person appointed should have wide teaching experience and an understanding of ourrent educational developments. Salary will be in accordance with the Scale of Salarise for teachers in Primary and Secondary Schools, Scale 3.

Application forms and further particulare obtainable from D. P. J. Browning, M.A., Chief Education Officer, County Haif, Bedford.
Closing date: 18th June, 1877.

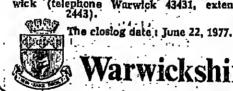
Norton Community Home School Housemaster

SENIOR GRADE £2,607-£3,282/£3,957 (plus £312 p.s.

supplement)

An experienced and preferably qualified Housemaster is required at Norton School, Kineton; a Community Home School for 80 boys agad 14-19 years which is now part of the Child Care Service to Warwickshire. The the Child Care Service to Warwickshire. The School is situated in a very pleasant South Warwickshire village near to Warwick. Stratford upon Avon and the Conswolds. The principal sim of the School is the rehabilitation of the boys and the person appointed should have a special interest in caring for adolescents and the ability to work closely with the teaching staff, social workers and families. This post would offer valuable experience for teachers who wish to work in a residential setting in a non-teaching capacity or for serving residential social workers who wish to broaden their experience. A three bedroomed semi-detached house is available to rent on a service tenancy or single. to rent on a service tenancy or single accommodation is available if preferred. Settling in allowances of up to £400 are available in approved circumstances. The Headmaster, Mr M. Lewis (telephone Kineton £40218), will be pleased to discuss the post with potential applicants.

Application forms are available from the Director of Social Services, Shire Hall, Worwick (telephone Warwick 43431, extension 2443).



Warwickshire

QUINTA SCHOOL, WESTON RHYN, OSWESTRY

HORTICULTURAL INSTRUCTOR

Punham Scale 1

Hequired statute community Home Educetion) for 91 boys aged 13-16.

The person appointed will be a member of a team of 11 leachere end will be responsible for a smell group of boys in a working/learning situation in the School's extensive gerdens/grounds. Additionally he/she may be raquired to teach rural etudies to other classes in the school.

An important aspect of the work will be the general meintenance of the echool estate and the production of vegetables for use in the school's kitchen. A fullume and a part-time gerdener will come under the authority of the successful applicant.

Candidates should be well qualified in hortioulture with a teaching qualification and relevant experience. Applicants should be in sympathy with the Christian principles on which Sernerdo's work is besed.

A modern delached house is expelleble for rent if required, and removel expenses will be paid. Applications and enquiries: The Principal, Quinta School, Weston Rhyn, Nr Ceweefry, Seldp.: Tel: 069188 3898;



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Current work load includes e wide mage of sciiviles both within and obtaids the community including involvement is community oction groups: adolescent counsaining and voluntary leader irolings. A close involvement in the wider work of the Y.M.C.A. Movement drawing on the resources offered, is \$\$50xi161.

EAST SUSSEX

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LANCASHIRE WINOSON YOUTH CENTRS QUALIFIED YOUTH LEADER ionge in an inner city vituation.

Enquiries to Ocryck Thompson, Director, Monchesler City Alisson of all Ann's Churchysrd, Manches-ter Ma Tay. Leicestershire CASTERTON COMMUNITY See ADULT EDUCATION

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SAVE THE CHILDREN

A SOCIAL WONKER/YOUTH PRKER Is required to take e new post os the let Octo-, 1977, the successful appli-ty will be responsible to the spect Director, and succe at assistance with be ovalevio.
The range of work will be veried and interesting and may include the interesting of the may include the interesting the include the interesting the include the include the include the include and run for various social work seemicle through out Britain; organizing chileran's solivity-based clubs. Period innovation, planning and development will be an tetogral part of this post, it would be properable for

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ROTHERHAM etropolitan Borough of I PARTMENT OF SOLICATION UTH AND COMMUNITY OUTH WORKER-PLOYED PROJECT

A Casual Car allowance is evallable to the deal assistance may see the conferred towards removal expanses. Salary will be J.N.C. Semis I for youth Leaders and Community Contra Wardons—63,442 to 23,264 plus stepolements. Glosing date, 20th June, 1977.

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Apolication forms and further details concerning the post see evaluation for the post see ovallable from the Principal Metallicipal Officer Leureation, Municipal Officer Invivors Siepsi, Botherham, Tel., Rotherham 2121, Ext. 337.

8. W. Bills, Olrector of Porsos-SPORTS LEADER

July 1.25 and August other variation and July August other variation and July August 21 Old Brompton Road, London, SW7 3HZ or Tel.: 01-549 0349

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MANI BOHOOL P.O. Ook 750, Trike moni School will have vecencies from Saciameer, 1978, for TEA-CALENS of the following subject in Children to A level.
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Imani School is a cn-educational calabilahmeni with Pre-saretory and Renter sections. It is alluoted about 30 miles from Nairobi. Conditions include annual losve, free lieusing, me lisal scheme, Applications in the tracher's own hendwrams alsuald oo sont to thu the desirer.

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Ministry of Primary and Secondary Education

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In Alberian Secondary Schools (B.Ed.—M.A.—B.A. cert. Ed.—P.G. cert. Ed.— T.E.P.L., Dipl.)

Applications with burniculum vitae end e sesport photograph fogether with telephone number should be sent to:

The Obliginal Section, The Algerian Embessy 6 Hyde Park Gate, London SW7
Telephone 584 9802-5
Interviews will be held in LONDON and DUBLIN in June, 1977
Applointments will be signified by letter to each elecasalul candidate

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Siemford House Ragional Assessment Centre at 208 Goldhawk Road, London W.12 has already begun a functional restructuring file three autonomous units—Ramand, Assessment and Secura Accommodation—under the Overeil direction of the Principal, and we

Deputy Head of Remand

qualification and ba able to take responsibility for the aducational aspects of the Remand Unit comprising 60 boys. He/she must be cepable of taking cherge of the Unit in the absence of the Head of Remand, and experience of reefdentiel work with disturbed children would be an adventage, so would knowledge of the fagel

In addition to child care and teaching etaff, there is support from other specialist steff and a wide range of professional skills. The post is resident and married or single accommodation to aveilable.

The selery is in accordance with Schedule 7 of the JNC for Former Approved Schools and Ramand Homes: 24,755-25,916 plus £312 Sefery Supplement. in addition, because of promotion there is a vacancy

Second Deputy

fo work between the Remand and Asseements Units as required. A teaching quelification is essentist, and some experience of residential work with disturbed children would be an advantage. This is also a residential post. The Salery is in accordance with Schedule 7 JNC to the penultimate point £4,755-£5,787 plus £312 Salery Supplement.

Application form end further datalis from Stell Section, Social Services, Old Town Half, Fulham Brosdway, London SW6 1ET telephone 01-385 1212 ext. 154. Please state which post interests you.

Informel inquiries to the Principel, Mr. R. E. Kenny, B.A.,
Dip.Ed., Tetephone 01-743 9481

Closing date June, 24th 1977. LONDON BOROUGH OF

HAMMERSMITH

RUSDEN STATE COLLEGE

LARNOOK SCHOOL OF HOME ECONOMICS

Principal Lecturer in Foods and Food Sciences

The position:
This position is the senior teaching position in foods and food sciences within the School of Home Economics and the appointee will be responsible to the Director of the School. It involves responsibility for the pfanning and conduct of courses and associated addemic solvities in this field, directed particularly towards home economics education and the preparation of secondary issociated.

level, Graduete etudies will be developed in due course. The courses in home economics ere ourrenty under intensive review and development, perticularly with regard to their relationship to the needs of the com-munity generally.

A Meater's degree in home econdmics with special stending in the study of foods, qualifications in education and experience in co-ordinating stell and conducting courses in telligry inclination are required.

The College I Rusden State: Gollage a constituent College of the State College of Victoria, provides tertiary courses in econdary technic education. Its main courses are the tour-yeer undergraduete Sadhelor of Education and the graduate Diplome in Education. The College has a student enrolment of 2,000.

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While the Collegie in Doking basenfully to the making of a permanent appointment is possible that where appropriate appointed on a limited tolar base. The College makes provided for travel and removal expenses for new appointed.

Selery: \$23,047 p.e. (Australian).

Further Information regarding this position may be positive from itie, staffing Officer to whom written applications should be to waited as soon as possible.

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ettention. Applicents should be outside it is a specific for full datoits and application form plaase apply, quoling ret. 317, stating post concerned, and giving datails of age, qualitications and experience, to:—

Appointments Officer, MINISTRY OF OVERSEAS DEVELOPMENT, Room 301, Eland House, Stag Place, London SWIE 5DH.

NDUSTRIAL CENTRE

SALARY SCALES

CONDITIONS OF SERVICE

Principal Lecturer to Head Technical Training Group

Candidatea enould have e degrea or professionel qualification and wide experience in modern manufacturing processes, practical industriet training and proven administrative ability. A knowledge of educational technology would be an advantaudante in melala; plastica; building practice, and electrical practice; preparation in this work.

DEPARTMENT OF TEXTILE INDUSTRIES

Candidates should have en advanced dagree or aquivalent in Fashion Deelgn with exparience both in teaching and in the fashion industry.

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MtOB or equivalent regulrad, to addition to isoluring duties planning, project work, short courses and administrative duties ere involved.

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Appointment will be on two year gratuity bearing contract terms initially. There after, sulteble appointees may be offered jurther contracts or superennuable terms of service at the discretion of the Polytechnic Benefits include bearing terms take, subsides decommodation medical and dental freetment, education ellow and a terminal gratuity equal to 25% of basic salary received over the

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Apply loft further details to the Recruitment Unit. TETOC (Technicalizeducation and Training to gardener for Overdeas Countries, 35/37 Grosvenor (Pardene: London SW1W 0BS, notifier HKP/TES)

Completed applications should be returned by 21 June 1977.

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Applicants men of women should bely a particular interest in plane, recorder and charat work. Musical lat pour syntable, Wild Style in dovoluments DEPARTMENT IN STATE OF THE STATE 1077 mas buckwise for Describer, 1070 ms; Due year contract represented Status C4,150 feet duming to C4,150 feet duming to C4,150 feet duming to C4,150 feet duming to C4,150 feet duming the C4 feet duming to C4,150 feet duming the C4 feet dumin

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> ACADEMIA BRITANICA CUSCATRE SAN SALVADOR EL SALVADOR CL

Teachers are regulard to from the stall of the above signification of the country transferred to new purpose built promises of the city. Europeas 875 and purposessing numberly until 1920 TO COMMSHOE REPTEMBER, 1977.

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Head of Sacondery School Mothemailos Departmen Secondary Teachar apacialising in Biology or Physics TO COMMENCE JANUARY, 1878.

Juntor School Teachar Haad of English Capsriment Assistant Teacher in Secondary Arts Department

Specialising in Congraphy, Instory or English or a control those authoris.

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Shorthold condidates will be interviewed of the British London, of the end of July.

Pre-school

Teacher

Indonesia

PT INTERNATIONAL NICKEL INDONESIA, a subsidiery of:

INCO LIMITED, is devoloping a mining project on the

lelend of Sulawesi end has a vacuatry for a female pis-

echool teacher to Join one existing teacher in the education :

The teacher will siso be required to initiale and organise

programmes of integrated activities for expetriate and

Indonealan pre-school children and to assist primary

school steff on ourriculum development in areas of

Applicanta must be qualified infant or nursery school

teachere and previous experience in a remote overseas

Please apply in writing, glying brief details of qual-

The Personnel Administrator, inco Europe Limited, Thames House, Milibank, London SW1P 4QF.

Salary \$9600 p. a. (taxeble at equivalent UK retes) plus and ensure all owning and ensure a considerable sevings.

potential on the Balary quoted,

common interest. Parentel involvement is encouraged as necessary, and parents are halped to run a email play-

of 4-6 year old expatrials children.

group for 3 year olds.

TASMANIAN COLLEGE OF ADVANCED EDUCATION (AUSTRALIA)

DIVISION OF TEACHER EDUCATION Mount Netson (Hobart)

OVERSEAS DIVISIONAL FELLOW IN EDUCATION

Applications are called for the appointment of so Overseas Divisional Fellow in Educadoo, The successful cardidate will have proven expertise to the development of mathematics programmes at the early primary, and primary levels, and their links with mathematics at the early secondary level. A sound background in mathematics is, of course, essentiel.

The task of the successful applicant will be to participate in the development of early primary, primary and lower eccondary in-service mathematics programmes to Tasmanian schools and to assist with the pre-service mathematics curriculum abulles programme of the Division of Teacher Education.

The in-service education programme is being undertised to support revision and updating of mathematics technique to support revision and updating of mathematics technique to support revision and updating of mathematics development in the State, which has followed lines already established, in most English-speaking conorties. Tesmanian educationists have maintained and fostered close links with education authorides in Britatio, and therefore educational thinking in the State is in many ways, attuned to developments with which prospective applicants in Britain would be familiar.

The position will be armually reviewed and is expected to be of three years' duration.

The salery is A\$15,641 approximately, rising by annual increments to A\$17,649.

Assistance with travel and removal expenses will be offered to the successful applicant, who will be expected to take up the appointment to September, 1977, or thereabouts.

Applications should he by letter, outlining qualifica-

Applications should be by letter, outlining qualifica-tions and experience, accompanied by photocopies of quali-fications and the names, addresses and 'phone oumbars

All correspondence should be sent airmail to :—
The Head, Mt. Nelsoo Campus, Tasmanian College of
Advanced Education, P.O. Box 1415P G.P.O., Hobart 7601,: Tasmanta, Australia.

Applications close July 15, 1977. Selected applicants will be interviewed in England.

INSTRUCTORS

LIBYAN INSTITUTE OF PETROLEUM (LIP)

Lip is situated in the western euburbs of Tripoli on the Mediterranean. It is expanding its educationat facilities and assking instructors to enhance its training efforts to tacch Libyen apprentices technical ekills and workshop technology to prepare tham as crataman and operators in the cil industry.

Instructors will be responsible for career development of trainage, identifying training requirements, developing and conducting courses and keeping up, to deta training manuals.

Candidates must have at least ONO or City and Guitde Certificate, and no leas than five years' practical experience. A teaching qualification or craft training experience instructing apprentices is essential.

Instructors are required in the following fields:

ENGLISH

AS A FOREIGN LANGUAGE

ELECTRICITY including Generation, Transmission and Control

INSTRUMENTATION

Including Pneumetro Technology end Electronic Automation Byetema

DIESEL PETROL ENGINES Including Turbines, Pumping Units and Compressore

INDUSTRIAL SAFETY OIST RETHING SAFETY

DRAFTING Successful candidelee will, on engagement, be paid competitive asiaries within the range 2640.00-2768.00 per month

according to experience and qualification plus a housing

Other benefits include:

★ 45 daya pald leave in eummar with pald passega to U.K., plue 10 days in mid-yaer. * Frea medical attention.

* A settling in grent upon arrival.

* A gratuity payable upon aucosasful completion of

Applications should include a brief personal and oarear history and datalls of qualifications and experience and about be forwarded to the following eddress, quoting Ref: LIP/TES/5/77, within two weeks of the date of appearance of this advertisament:

Mrs V. Tywang AGECO

35-38 PORTMAN SQUARE, LONDON WIH SEH Pareonnel interviews will leka place at the above office during June/July, 1977.

OVERSEAS TEACHING POSTS

CZECHOSLOVAKIA)

(CZECHOSLOVAKIA)
Comeniua University, Bratislava,
To tasch English Language to university studenta.
Dagree and postgreduate qualification in TEFL
†Minimum PGCE with TEFL element or RSA) assantial.
Experience of TEFL to adulte desireble. Salery:
minimum of 2,120 Kos. per month (non-convertible)
(preaant reta of exchange 19,30 Kos. = £1) plue
an annual subeldy of £1,866 paid by the British
Council in U.K. Benetite: free accommodation and
medical treetment; amployer's portion of
superannuation; 1 year contract renewable. 77 RU 44.

SCHOOL TEACHER (SPAIN)

The British Council School, Madrid. Candidates should be trained (aschers with alther a degree in or including Solence or a leaching certificate with Science as a main aubject. Experience of teaching Science as a men audject. Expanding of teaching Science up to 'O' level is essential. Salery: approx. £3,209-£4,983 p.e. tex frae. Sansite: Expatriation allowance; employer's portion of superannuction; madicat scheme; 2 year local contract renewabls. 77 RS 74.

TEACHERS OF ENGLISH

(ITALY) The British Council Institute, Milan.
Cendidetes, preferably single, should hold a degrae
tEnglish or Modern Languages pretarred) together
with a formel TEFL qualification and e minimum of one year'a EFL experience. Salary: £3,552-£4,344 tepprox.) p.e. Benelita: ennual and termination bonusea; local contract, 77 RO 90-95.

4 LECTURERS IN ENGLISH LANGUAGE JORDAN)

Yarmouk University, Irbid.

To teach lenguege and study ekilla courage to first year students. Graduetes in English with university TEFL or Linguistics qualitication followed by 2 years' Selary: £5,664 p.a. Varioua allowancee will atlactively double this selary. I year contract renewable. 77. AU 57-60.

CAMEROON) South West Provincial Delegation for Education, Busa.
To advise on English Languaga tesching at primary, aecondery and teecher training levels.
Degree, teeching quetification and M.A. in Applied Linguistics (or 1 year University Diploma in TEFL/TESL); et least 4 yeers' relevant exparience, preferably overseas and in teacher training; good

French.
Salary: £4,589-£5,616 p.e. + 10% Inducement.
Benefits: Personal and children's allowances;

7 TEACHERS OF ENGLISH (QATAR)

Qualified taechera with 2 years' experience (not necessarily in ELT). Single men or married teaching

Belary: 26,000 p.a. tex Iree.
Benetita: free lurniahed accommodetion; free madicat scheme; annual passege-paid leave; 3 year contracta renewable. 77 AS 78-81.

LECTURER IN ENGLISH (SOUTH AFRICA) University of Fort Hare, Alige. Degree in English and experience in tartiery level English teaching essential. I year University qualification in TESL dealrable. Single candidetae only. Satary : £4,490-£6,514 p.a. approx. Banatita: free furnished accommodation; employer's portion of U.K. superennuation; 3 year contract.

LECTURER IN ENGLISH LANGUAGE MONGOLIA)

University of Ulan Bator. To teech English Languega to University atudants, Degree and formal qualification in TEFL (infimum RSA) essential with experience in audio-visual aids

and of teaching mathodology dealrable. An interest in ESP would be appreciated.

Selary: 1,300 tugrika par month (preaant rate of exchange £1 = 5.84). It is not convertible into eterling, in addition, an annual subaidy of £1,366 will be paid to the Lecturar's U.K. bank account.

Benafits: free madical trealment; accommodation and employer's accident

LECTURERS IN ENGLISH AND MEDIA ASSISTANTS (SAUDI ARABIA)

King Abdul Aziz University, Jeddah.

1. Lacturers and group leaders (men and women) to teach English for Science and Tachnology.

Candidetas ahould be ELT qualifiad with a ganeral interest in science or elternatively science qualified with an interest in teaching seasociated communication

and employar's portion of superannualion paid. 77 RU 63.

2. Two Media assistante each with exceriance or treining in two of the tollowing : graphics deatgn, photographics, educational TV etudio work and production of models for clessroom use. 3. An anginear with experience of in-aervice maintenance of a wide renga of audio-vieual equipmant including TV and audio production lecilities and

Holounga laboratories.
Belary: Lecturers, media asalstants end enginaer on the scale £7,082-£12,852, Group laadars on the scale £7,724-£13,494. Salary will be assessed on qualitioations, exparisnca and lamily ofroumstancea end will be free of local tax. Free furnished accommodation to provided. One year confracts, probably renewable. 77 AU 64-93.

TEACHER OF ENGLISH

TLACHEN OF ENGLISH
(TURKEY)
The Turco-British Association, Ankars.
For adult students, melnly Turkish.
Candidates, preferably single, should hold either a dagree in English or a joint dagree with English as the main subject or a teaching cartillosis with English as the main subject, and have at tasst 2 years ELT experience. In materials preparation and impulsate experience in materials preparation and impulsate

exparance in matariela preperation and/or exparance in matariela preperation and languaga leboratory work la deatrebte.

Balery: TL 5,071 par month net (approx, 2192 at present rate of exchange) paid locelly plua a sterling subsidy of 240 per month paid in Britein.

Benalita: ferae; baggage allowance; contribution to madical insurance. 1 year contract renewable.

Guaranteed, 77 RO 28.

READER IN ENGLISH (POLAND)

Institute in English, Adam Mickiewicz University, Poznan.
Degrea and poatgraduate qualification in ELT and
Applied Linguistica from British University. Ph.D.
daarabia. At least 6 years' tasching experience at
university leval including ELT methodology.
Balary: 26,836-26,350 p.a. according to qualifications and exparience. Genefits: overeass allowances; free lumished

delton : 1 year contrect renewable. 77 CU 61. LECTURER IN ENGLISH (POLAND)

Boleelaw Bairuí University, Wrocław. Relavant degree from British University and some overseas EFL axperience. Salary: ziotiae 4,100-6,150 per month tax free plus sterling subsidy of 2933 p.a.
Benalits: tree fumished accommodation; medical acheme; employer a portion of U.K. superannustion.
1 year controot renewable. 77 CU 54.

LECTURER IN EFL/ESP AND LECTURER IN TEFL

Budan English Language Teeching inetitule, Khartoum. Lacturer in EFL/ESP: To prepare and teach EFL and Lecturer in EFL/ESP: To prepare and teach EFL and ESP courses at intermediate and advanced levels for professional employees in public and private sectors. Degree plue M.A. in Applied Linguistice (or 1-year University diploma in TEFL) and at least 2 years' relevant ESP experiance.

Lecturer in TEFL: To develop and teach major portions of new diplome in TEFL for Sudanase non-graduate secondary echoci teachars.

Degree plue M.A. in Applied Linguistics (or 1-year University diplome in TEFL) and at least 3 years' relevant experience including teacher training and EFL teaching.

EFL teaching. Both poets: Salery: 24,589-25,818 p.s. plus 10%

Inducement allowance.

Figure 1: Personal and children's allowences; ires furnished accommodation, 2-year contract, renewable, 77 HO 87-88.

Return fere are paid, Local contracts are guarenteed by the British Coulcil, Please write, briefly stating qualifications and length of appropriate service quoting relevant reterance number and fills of post for twitter information and application form to The British Council (Appointments), 85 Davice Street, London W17 2AA.

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Assistant Education Officer (Middle, Secondary and High Schools)

PO2 (1) E8,729-E7,467+E312 p8
The officer helding this post is responsible to the Sentor Assistant Educotion Officer (Schonle) for the planning, development and ediministrative control of secondary observation, and for related coordinating work within the Schools Olyslaun, etc. (In the secondary observation of the secondary of the se

Ocusilizations required: degree or equivalent logother with appropriate leaching and administration experience. Application forms are exaliable hom the Official of Education, Grost George Street, Londe LSI SAC. Closing date: 19 days after the appearance of the advertisement.



COUNTY OF AVON Education Service

SENIOR ADVISER

Nursery/Infant Education

Selery eoele: Soulbury Heedtescher Group 10 (0-4) £7,455-£8,079 plus £312 p.e.

ADVISER

Nursery/Infant Education

Salery scele: Soulbury Heedteacher Group 9 (0-4) £8,969-£7,593 plue £312 p.s.

Candidates will be expected to heve hed wide feaching experience, a sound knowledge of current educational thought and precifice, particularly in the Nursery/Intent Sector and, for the senior appointment, preferably some advisory asrvica axperienca.

Further deteifs and epplication torm, returnable by 24 Juna, from Director of Parsonnel (tel. Gristof 299699) Avon House, The Haymarksi, Bristof BS98, 7DE. Please quote rei. no. EDU 1928.

Education Welfare

Officer Post E14

will shortly be raquired in the Education Department

Some previous experience of Education Welfere or Social Services work would be an advantage, ellihough ponsideration will be given to others who are prepared to undergo treining.

Selary on the Education Welfere Officer's Scala from \$2,528-23,386 (with ber et £3,009) plus supplement of £312 per annum.

or E312 per annum.
The poet incider receives en essential cer user ellowance. Fringe banells including removal expenses will be peld in approprieta casse. Application forms and further datalis, for which a stamped addressed envelope is required, may be obtained from the County Education Officer, Grimwada Street, loswich 194 1LJ to whom they should be returned as soon as needly.

Suffolk County Council

Deputy Chief Education Officer

Cendideles enould possess good soademic qualifics. Ilona and have had proven success in leoching and duoailonai administration

The salary scale commences at £9,493 per annum and rises to £9,006 per annum inclusive.

Applications, with full personal and career detells, should be submitted to The Town Clerk and Chief Executive, Town Hall, Esling, W5, together with the names of two retaress by 17th June, 1977.

Further consideration will be given to applications



OVERSEAS

NORTHERN GREECE Experienced E.F.L. TEA-CHERS with drorees invited in highly for posts sow for Hele-ber, 1977. Please write with currentlem viae and recont photo to Miss M. 6xaran, Flikto Elerius, 17 Heessionika, Orance.

GREECE GRICE COMMANDER OF STREET OF STREET

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London S.W.1

BAHAMAS ST. AUGUSTINE'S CATHOLIC ST. AllUISINE'S CAHOLIC COLLEGE Nocts a TEACHEN OF HIOLISY OF HICKETTAL SCIENCE: With degree and PHICE or two years on perionics. For detells willo with curriculum vitos san staing to Chilalinas Abroad. 15 Tulion Sircel, Londun,

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Qualified TEACHER required to

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Administration

Local Education Authority

LIVERPOOL THAINKE CAPEURS OFFICERS (Two Posin: £1,884 io £3,529) I plus £3131 per ennum

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Application enust hold o University Dogress or equivalent
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Anglican School, Jerusalem, Israel

DEPUTY **HEADMASTER**

(Secondary)

needed et the Anglicen School, Jeruselem. Cendidetes muet be committed Christiens end be prepered to accept eoms specialist treining for oversees work. The period of service enviceged is four years with home leave efter two.

Writs for details to :---The General Secretary (TES) The Church's Ministry among the Jews Vincent House, Vincent Square London SW1P 2PX

KUWAIT

THE ENGLISH SCHOOL - FAHAHEEL

REQUIRED FOR 1st SEPTEMBER, 1077

PRIMARY **TEACHER**

MMEDIATE: APPLICATIONS, Invited from edeptable single teachere of Prilish relionality, aged 27-36 years qualified in U.K. and having minimum of FOUR YEARS, regent experience for unexpecied vecency.

Applicants must be capable of thorough teaching of all subjects, except Musio, to alther INFANTS or LOWER JUNIORS and must be evaluable to essume post on 1st September.

Desirable assais: ability to drive and previous reaching

TERMS: Minimum salary, commenaurate with exparience, equivalent to E4,900 p.a. at ourrent reta of exchange. No income Tex hare at present. Free sherad accommodetion with free utililies. Free Medical Cover and insurance. Reorgetional allowance. Local leave and generous eummar vacation. Employer's portion of supershnuation paid. Return air pessage upon salistatory complation of one-year contract. upon salislactory complation of one-year contract, which could be ranswable.

Leifer of epiloeilon eleling personal detalla qualiti-cellons, experience and special interests, with copies of ell testimonials held, names of two reteress and recent pholograph to be sent by Airmall to Miss S. M. Williams, Headmistress, The English School—Fahensel, P.O. Box 7209, Fahaheet, Kuwait, Arebian Quiff, to arrive by 17th Juna

NORTH-EASTERN EDUCATION

AND LIBRARY BOARD

Applications are invited for the following post :--**HEADQUARTERS**

SPECIALIST ASSISTANT TO MUSIC ADVISER

Solary scale E3,258 to E4,011 per annum plus 8 supplement of £312.

The person oppolited wff be required to teach the Violin on o perlyatetic leasts. Applicants should be espaide of teaching in Diphima standard. A knowledge oud oblifty to teach the Viola destrable. It is desirable that applicants should have teaching qualifications with experience in Schools, Professional Instrumentalists with teaching applicants. hillsts with teaching experience may also be considered. Facilities will be svailebte to take part in Ensemble and

performances:
Extra payment will be made for odditional work. Normal N.J.C. car and subsistence rates will be payable for upproved travel on duty. The above post is open to koth men and wome

Application forms may be obtained, on receipt of u sismped sideressed fuoiscop envelope, frum the Personnel Officer, Narili-Eosteru Education sun Library Board, County Hall, 182 Galgorut Road, Ballymeno, BT42 1HN and must be returned not luter than Friday, 17th June, 1977. Canvassing in ony form will disqualify.

CORNWALL

Education Department

Specialist Careers Officer to work with unemployed young peoplo £3,234 - £4;014 p.s. (AP. 3/4)

This is o temporary post for a period commencing me earlier then the 1st July, 1977, and continuing und 31st March, 1979. No guarantee of employment beyond that date can be given.

Duties will include work with and on behalf of meoployed young people, contacting employers on their belialf obout employment, special government training and work experience schemes, listson with other careers officers in the county, T.S.A. ond other agencies and generol counselling of the fonguern memployed.

Applications ore invited from qualified and/or experienced careers officers and other committed people with wide experience of industry or commerce end young people. The commencing salary wift be within the above grade according to qualifications and experience.

tions and experience.
Application forms, returnable by 17th June, are obtainable from The Secretary for Education, County Halt, Trure, Cornwall TR1 3BA.

METROPOLITAN BOROUGH OF STOCKPORT

SPECIALIST CAREERS OFFICER

£3,396-£3,702 plus £312 p.e. aupplement.

For a fixed larm appointment until 31st March, 1979. to deal with problems related to the ourrent recession. Bhould have a persuasiva end enterprising disposition, be ebis to deal confidently with amployers and asiablish rapport with unemployed young people aufficiently to give oredence to discussione with amployers and other egenoles. Should either be an exparienced Cereere Officer or have eppropriate industriel or commercial experience. May be en opporfunlty for ebeorption into Caraera Service at end of eppointment, Car. allowanos evalleble.

Application form and further datells from Director of Education, Town Half, Stockport SX1 3XE. Closing date 24th June, 1977.

EDUCATION COMMITTEE

SENIOR ADMINISTRATIVE ASSISTANT

An opportunity for e qualified end exparienced teacher, with a good honoure degree, to gain varied experience in administration et professionel jeval.

(PO1A £5,286-£5,847 Incl.)

Generous relocation axpanaee available.

Application forms and job description from the Administra-tion Manager, Room 703, Brent House, High Road, Wam-bley, Middlesax, returnable by 17th June. Talephons:01-903 0371 (24-hour Anseione Service). Reference number E/J3/D muel be quoted.

London Borough of

THE TIMES EBUCATIONAL SUPPLEMENT 3.6.77

ADMINISTRATION Local Education Authority continued

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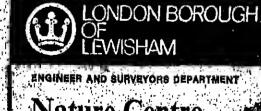
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Brendy Bruce and Donald Plensance in Ubu Roi by Alfred Jorry

of a permanent ban on Concorde at Kennedy would be short-term end minar. Richard Wiggs end Andrew Wilson, both veteran onti-Cancorde campaigners, relving on reason end the available evidence rather than eppeals to cmotian in giving their onswers, established a persueeive, reasonable cose.

opposing the motion, who once or twice missed the paint end became flustered and hectoring (as when he eccused Richard Wiggs of cleiming that the Civil Aviation Authority— Wilson, both veteran onti-Cancorde campaigners, relying on reason end the availeble evidence rather than enpeals to comotian in giving their onswers, established a persueeive, reasonable cose.

Conrorde's take-off noise is two to four times lorder then thet of the Boeing 707. Wiggs claimed. The Aviation Minister's figures, which put Concorde'e noise level much lower, are based on e distortion of the Civil Avintion Authority's findings at Heathrow. Seventy per cent

Frances Hill on 'You, the Jury'

The second series of Ratio 4's You, The Jury come to an end has well as the first control of the series of Ratio 4's You, The Jury come to an end has well as the series of Ratio 4's You, The Jury come to an end has the series of Ratio 4's You, The Jury come to an end has the series and the State of State of You, and the State of You, and samo for the next twenty-five years proved disastroncy rague. It led to a debate rich in minimentional humour (largely provided by Sir Inim Mancrieffe of that Ilk, who declared, among uther things, that the Queen radiates gnothess and kindness in a way "me elected elderly persons" cauld in but exceedingly poor in logic and sense. Despite an attempt to cherify the wording of the mation by an initial stetement frum each speaker on what he taak it a mean, the phrase of the same "os used in this cantex; was never really defined, so that obscure ur terimical points often cannot be clarified, or interest was never really defined, so that obscure ur terimical points often cannot be clarified, or interest was never really defined, so that obscure ur terimical points of the same "os used in this cantex; in each case, and the importance, interest and reasonably client-cut nature of the motions dissipant of the witnesses faranced that much change, of what eart, in the concept and formal for You. The July that makes it is prought in keeping a de-put that obscure ur terimical points of the case of the mation by an initial esting mass failures are successed apparames, and lanking hack over the other 17 in the two series, it whereast difficulty in the case clear that there is nothing in intrinsic in the cancept and formal for interest and treeping a de-put that obscure ur terimical points of the notions of the notions of the notions of the other 17 in the two series, it is intrinsic in the cancept and formal for intrinsic in the cancep

The debate suffered, toa, from the absence of eny epparent feel-lngs of urgent concern on the purt of the speakers. Nicholas Fairbairn, Lady Longford and Cin lain role, but name seemed consumed with anxiety about its immediate futura. Anthony Huward ecemed conceientlously — rather than

as those on abortion and the Nuras those on abortion and the Nurthern Ireland peore increment—combined ivell-worded motions on topics of enormous Importance ividity, on the while, excellent speaking from delinters who cared deeply enough on the issues to make the best possible use of their time and avoid attempting to sture trivial points. The worst programmes combined value or for too broad tubics the absence of eny epiparent feelings af urgent concern on the part of the speakers. Nicholas Fairbairn, Lady Longfard and Sir lain Moncerieffe were clearly all quite sincered their belief in the monarchy's role, but name seemed cansumed with anxiety about its immediate future. Anthony Haward ecemed conceientously — rather than femily's exemption from tax and femily's exemption from tax and femily's exemption from tax and femily as in the case of the case of the discussion and the opinion of the part of t

Salient productions Good grades for effort

heat debates—such, agent i Thare is nathing quite like a little Python, Ubu Rol, with Donald Plead an abortion and Normes, bit of sex-and-violence to draw sence hamming it up magnificantly, application in a significant at attaching to e television aerica. Woyzeck was signalled in the opinion are the second of the second of

of ealient plays from Sophocice to Now, thanks to an act of censor-

Open University

ship by the BBC, the aeries has had as much publicity as eny of its makers could have wished. While it is easy to laugh at the BBC for trying to hide what it was so rerently trying to publicize, and ta sympathize with the OU when it tenderouse. It is a control has been the young Nazi thug has sensitive BBC, the conflict raises entitle Aldwych) plays and interfered with by a enddenly in the Aldwych) plays and interfered with by a enddenly in the Aldwych) plays and interfered with by a enddenly in the Aldwych) plays and interfered with by a enddenly in the Aldwych) plays and interfered with by a enddenly interfered with by

illing, Parifick Stewart and Mar. required to traceult; any pro-illiand play Oberon and Them gramme, whatever its philosophy on almost pulsating sound; or doctrine, that the OU asks it have never been so sweet to? What implications has the con-only human form of suble it flict for Lord Annan's proposed of the property. The form level asks it found the property of the property o fourdi chennel? Can a public tele-'vision channel be used for "pri-vate" or "restricted" viewing, as a book nuight be kept on a "reserved" shelf? Has an open university a duty to censor itself in a way no other university would

Important though these questione are, the mora immediately relevant noe is whether due televison pragrammae belonging to Course A307 deserve e wider audience than the students of that course.

Let it be said straight away that a playwright is represented by an obvious choica (Shaw'e St Joan for exemple) but other times a lessar known play has been selected because in thustrates a particular point or because it can be performed chimplete in the time available.

very short play made on wonder why it has been so much neglected and also why enyone should object to what in no way could be labelled gretuitoue sex-and-violence.

and deserve a wider audiencu phan insumeiac students of Course A307.

af close-ups.

various plays.

difficult to treat on television in any sustained and popular way; there has never been e whally satisfactory populer series aimed at education's coasumers, rathor than teachers. Woyzeck was signalled in the publicity meterial (quite rightly it would seem) as "the first modern tragedy". This deftly produced reconstruction of what is estually a

Adult education

Briefings

Radio and tv

OU and FE

Poer Gynt (Sunday 11.00, Thursday 07.08 BBC 2)

The lost act of this epic drama features Patrick Mower and Lorna Heibbron,

Play and Ploce (Mandey 07.30, Tucs day 08.45 BBC 2)

Children make models and construct their own play areas. What implications does this type of play bave for environmentalists?

between parents and l.e.a.s by the campaign of Croydon parents against local plans for closing small camprebensives. small camprebensives.

The programme on comprehensives at least appred its Rhodes Boyson. Professor Brian Cox did not seek to defend the 11-plus, or the continuation of grammer schoule alongside so-called comprehensives in the same area, but argued inatead for some selection in urben areas only. Seven extrects showing literary discussione. Two groups talk about "A Message from the Pig-man" by John Wain. The similarity of their expression is highlighted.

The Yehndi Menuhin School (Thursday, 05.00 VHF 3, Friday 07.05 BBC 2)

areas only.

The most interesting programme for teachers ie the fifth (ahown last night in London) on the trolning of teachers. It wisely chose to visit of teachers is the trying to balance academic theory with more proctical help in the occulsition of clossroom skills, organization and the teaching of reading end number. It has gone much farther than many other colleges, though edli not fare enough for the students interviewed.

The programme also cansidered

Continuing the rendings given to belp those adults learning to read, Valentine Dyell presents "The Socret of Cliff House". training in the 1960s and the arguments for making room in the profession for those young, enthusinatic and committed students who now cannot get jobs—like the girl interviewed from Bishop Grosseteste, now working in a local super-

Con You Halp? (Thursday 19.00 Redio 3)

Hoving o Buby (Thursday 19.08 BBC 2)

Illustrates the importance of a post-natel check-up and exercises and discusses how to overcome "the four-day blues".

Sir,-Frederick Aicken's survey of scienco series on television during the next school year makes on error about our series, Facts for Life.

about our series, Facts for Life.

This eeries, which will be a ropeet of the 10 programmes shown during the current school year, does not "examine the problems of edolascence". Rather, the films deal with a variety of health education topics ranging from the problems of drink to broken bottos and ending with a five programme unit on contraception, pregnancy, childbirth and the aarly mouths of child carc.

Justice seasoning mercy? Lunatics, lovers, poets

John Peter on 'A Midsummer Night's Dream '

When the method is the service of the service of

The RSC's season at Stratfurd, upun-Avon has now gut properly under of the other side of the Elizabethan wey with John Bartan's new praduc-tal and the season at Stratfurd, upun-wey with John Bartan's new praduc-tal and the season at Stratfurd, upun-wey with John Bartan's new praduc-tal and the season at Stratfurd, upun-wey with John Bartan's new praduc-tal and the season at Stratfurd, upun-wey with John Bartan's new praduc-tal and the season at Stratfurd, upun-wey with John Bartan's new praduc-tal and the season at Stratfurd, upun-tal and the se tion of A Milamumer Night's stepped out of Busch's teeming canformance which is both utbletie and useful reminder that the age of dreamlike. The most cusual render Shakespeare was medieval as well will sea thet this is a difficult as modern: Rennissance man curachievement: one of Shakespeare's ried within him, as part of itis imagination, a large and living herliage from the Middio Ages. And this is in the Middio Ages. And this is in the third the fairy world: hasping with cheerful but sinister ercutures, freukish and intensely erade, full of lattiguing, intensely manages.

direction menue.

And, as this description may suggest. Mr Button desert into give us an academic re-traition of the imaginorian of Shakespeare's time: the presentation of the Pairles is hugely dramatic, with John Napler's designs suggesting hath linerh and the haunting childlike air af Douanier Rausseau. The actors, obviously atterly involved creats as sort of onlinated lyrical night-outerly little faces are on exquisite take a party of bright of take a party of take a party of bright of take a party of bright of take a party of bright of take a party of take a party of take a party

thu bulsterous in Biele comes

George's technique throws ettenilon on to the words and la thus popular with schaol parties (who requires with Marlowo's Jew of Malto, now shows the Christique to be greedy oud unjust. Shyloghe structed Elizaberhan theetre into be greedy oud unjust. Shylock's references to his love of money ara on to esk why, if he wanted to appropriate the henceft of the gulling that frather than what Shylose arguments to lend weight to his spears said) he did not write his doughter For in this version, less obsides the fact that Shakespeere clops with Lorenzo, but leads her write her sedeout wrote some lines well worth appropriating might be that a reexant well begin with one of its corner thing could happen. Perhaps this stones, if we are to understand one Children filing exress Waterloo hoard, but proved population for the beating sun, like Mayday rhearre's redshifted under the search of iam, children million account globe Brendreth (sor up anything and soomed raise is a reasonable of the province of the priating might be thet e reexant and on of our own gulture could well begin with one of its corner stones, if we are to understand our own gulture it is particularly shock ourselves eccused in something we taken for grented as great tury terrorism, and if Portia is and good.

The pay in question is The Man applied and Portia is a right paragraph. It is particularly shock in the pay in a pay in a

Story-telling in the noonday sun

Children arriving by the coach load, considerable composition to the Miami-Dade College, In Stone and Pot Scorer: Sophocies to the Miami-Dade College, In Florida, meant money to compile 17267 3, £1.50), which is en illustrated in search of lam, children with Mayday theatre's rockets. originallty.

the plays had to be recorded in the comparatively smoll Studio A at Alexandra Palace, the productions are sometimes cramped—drough frequently the limitations of the cludio have been surmounted with originality.

Times of transmission of the plays are Sundeys et 11.0 am (BBC 2), with repeets an Thuredays at 7.08 em (BBC 1), provisional dotes being as follows: Poer Gunt (Ibsen), June S and 9; The Wild Duck (Ibsen), June 19 and 23; Thrae Sisters (Chekhov), July 10 and 14: The Ghost Sonoto (Sulodoriginality.

If Among the pleys which have been transmitted already is one which suffered badly from restrictions of time and epace: Mocbeth. Cut down to being little more than e domestic meladrama, it eppeared to take plece in one unfurnished gloomy corridor. More effectively doctored was Goldon's The Voustian Twins, with a lovely performance from Amanda Barrie and eproperly peutomime-like back-cloth by David Hitchcock; and of course there lids also been that neighty repeated on Saturday, October 8 at Victorian pracursor of Monty 8.05 am (BBC 2).

Cauld Do Better? is the question convincingly illustrate such func-posed by Thames's new seven-part mental subtleties. posed by Thaines's new seven-part For all the series' shortcomings and its failure to escape fram the adult education series about the state af nur schoals. (Transmissian limited agenda and terminalogy of the present debute, the series has ventilated many issues he a respansible, worthwhile way. It has recognized the economic realities of 1977, lihustrating the relationship between parents and least by the

Christopher Griffin-Beale on a series about schools

Broadcasting/Briefings

Granadaland, Yorkshire, the acries is three weeks behind.) The same question cauld be asked of the ecries itself. It could do better, but it cauld have dane much worse, and the praductian team score good grades far effart. Education has proved surprisingly

dstes and times very throughout England and Wales: in Landon five

ted ot 22.30 on Thursdays; in

The best series yet about schools, BBC's In o Class of Their Own, couceotrated on portraits of judividual teachors, successfully illuminating their own practice and philosophy.

But such an opproach is thought too impressionistic and limited for tackling our major educationel

On the other hend the lack of consenaus or widely accepted reaearch evidence, about most of the controversial issues frustrates the most diligent journalistic approach—as displayed here—but does not totally vitlate it. Because so much of the plays has had to be shot in cluse-up, attention has been directed to the text and the performance. For this reason, the modern plays have appeared to be better plays than the classics: the episodic, cut-away techniques of a readown perior sul-

The production team ranged widely—and judiciously—for school oxamples. But it has proved difficult, as alweys, to show the kind of classroom detail thet might usefully inform us about the orux of the pedagogic arguments.

techniques of a modern writer sult the small screen better than do the grand designs of, eay, Shakesneare or Congreve. It is noteworthy thet the only time The Woy of the World really easne to life was in a scenc between Foible (lo Kendall) and Lody Wishfort (Mury Winbush), shot entirely in the closest of close-ups. of the pedagogic arguments.

In the programme on primary schools, for instance, inho Coc. Oxfordshire's primary adviser, was allowed time to qualify over-simple distinctions between the "formel" and the "progressive" by stressing the rancern of good, informal abservation of individual children's progress. But the foolage of an Oxfordshire primary school did not — and urguably could not — on Wednesdaya).

market.

The series will finish inevitably with a discussion between Mrs Shirley Williams and Mr Norman Shirley Williams and Mr Norman St. John-Stevas. Overall it has shown a curer, more upopular gresp of the iesues then many recent contributione to that debote—though much of the value is lost if the series is buried efter 11.15 at night (except in London and Wales, where on Wednesdaya).

af close-ups.

Among the delights to came are e re-working of Six Chorocters in Search of an Author (now set in a television studio ood graced with an immeculate performance from Charles Gray); Brecht's The Exception and the Rula in which the so-called Allenation Effect is achieved by making the viewer conscious of the electronic wicks used to record the play; and a performance of Act 2 of Woiting for Gadot with Leo McKern and Max Woll clowning their way pluintwaly through the pathos.

It is somewhat perverse to

Attitudes and interests

It is somewhat perverse to ettempt to devise a course of privote study in a subject which is a group activity for banh its performars and audiences, but the television programmes make for excellent viewing in their own right and deserve a wider conficulty. Cherida Mares

education. As the soviser to the aeries wae one of the teachers involved in the Schoole Council Resides foroling good home enter-tainment, the productions will be useful in e wida variety of drama and theatre courses. Further details can be obtained by sending e stamped addressed foolscap envelope to the Open University, BBC, Alexandra Palace, London N22

Also available is a handsoung the Schools Council meterials in the cleseroon involved children in thinking, emotionel and physical beings and halping them to underbeings and halping them to under stand their reletionships with others in their fanuly and outside: Some pupil's interest in e wide variety exciting work has come from this of topics and skills, as it is perhaps with children, even infects, and hard to criticize the series for at the series of t Times of transmission of the teachers exploring areas of emotion, awareness and information which had by many cases previously baen

In contrast to this positive learning, the didactic admonitions of the figure and discount of the figure and th

Alive and Kicking (ATV 6-7) is a ing about effective methods of new series built around different changing children's attitudes and behaviour. It is more likely to fill children with morbid feors of water than to encourage them to learn to

Involved in the Schoole Council
Health Education 5-13 Project, it is not unreasonable to expect that that television series would have had a similar creative approach to that of the project.

But this is not the case, trials of the Schools Council meterials in the clessroom involved children in the clessroom in the cles finding out ebout themselves as gloomy watuing that being cereful thinking emotional and plusical does not mean that accidents cennot happen.

with children, even infects, and hard to criticize the series for atteachers exploring areas of emotion, temption to do too much. The hopereness and information which had be many cases previously been taboo.

In contrast to this positive learning, the didactic admonitions of the formation is sometimes. Familiar in the contrast in a recent Alive and kicking programme seemed to herk back to some dark oge of preinteresting and more informative.

communication. Small childron were interesting and more informative.

boing aeved froot a series of unconvincing watery accidents, while of stating that producers beer in the presenter commented contemptuously about their "silly" and on monochrome raceivers. In recent angefous behaviour.

This is a stating that producers beer in mind thet must schools witch ETV.

on monochrome raceivers. In recent with a series but gives o wrong the interesting and more interesting a

Talking and Literature (Tuesday 07.30, Thursday 18.10 BBC 2)

"I know I can do it" typifies the way Harold Macmillan set about restoring Britain's prestige effort Suez. Lord Butler, Lard Boylo and Lord Selwyn Lloyd assess his effec-tiveness as Prime Minister.

Institutional religion is said to the in decline, but experimental approaches are on the incresse. What is the attraction for young people? A discussion.

Redio 3)

The second of nino programmes about opportunities for voluntary service in the community looks at "Opportunities in the Home" and in particularly at voluntery help which can be underteken by busy

'Facts for Life

Certainly ell of these topics are important and relevant to the 15yeer olds and over who will watch
the series but I consider that it
gives a wrong impression to label
Focts for Life as Mr Alcken does
in his stricte.

ENS